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IN OUR NEXT ISSUE

ABRAHAM LINCOLN

PAUL M. ANGLE

PERMANENT VALUES
FROM THE STUDY OF
MATHEMATICS

HOWARD F. FEHR

EDUCATION AND THE DEFENSE OF A NATION

ALONZO G. GRACE¹

THE UNIVERSITY OF CHICAGO

WHATEVER be the inevitable result of this tragedy of mankind, whatever be the power politics, the intrigue or the ambitions of the rest of the world, we, the people of the United States, not only are defending a workable ideal but more particularly an ideal constantly directed towards the improvement of the status of the individual and the society in which he moves. Let us prepare our country for any eventuality. It is better that we be prepared and be wrong than to Rip Van Winkle ourselves into a state which may mean no state.

Ordinarily we think of education for the defense of a nation as embracing certain well-known procedures. These include training of workers for defense industries; building morale through a variety of instrumentalities; rededication of people to certain fundamental ideals; re-emphasis of democracy and citizenship; and others. The educational institutions and agencies of this country have met the challenge in the past. There need be little fear concerning our ability to meet the situation today.

However, other elements, not so obvious, are involved in the defense of this nation. I should like, therefore, to devote my discussion to at least three of these obvious defense needs. These are:

1. The strength of the nation is vested in the strength of the parts. Local initiative and responsibility, therefore, must not succumb to a super-state or the centralization of the basic strength of our constitutional government.
2. The permanency of our institutions is contingent upon our capacity for adjustment and upon our ability to make wise choices.
3. The education of man is not confined to schooling. Schooling, as part of the edu-

cational enterprise, must meet better the needs, interests, and capacities of individuals and likewise the composite of individuals which is society.

LOCAL INITIATIVE VERSUS CENTRALIZATION

It is not possible in this discussion to trace the organized machinery devised by man for his protection as an individual and as a member of the group from the simple unorganized state of paleolithic man to the heterogeneous state of contemporary civilization. Men have expressed a variety of philosophies with respect to how the organized efforts of the group might best work towards the perfection of the state of the individual.

While it is obvious that many units of government conceived during the pioneer era in the evolution of American democracy no longer are able independently and separately to provide all the services now required for the security of a people or devised for their security by those who seek the more perfect state, the solution does not lie in the creation of a super-state or federal government. This ultimately would lead to a people of the government, by the government, and for the government.

Toulmin Smith in 1851 defined local self-government and centralization in his treatise on this subject as follows:²

Local self-government is that system of government under which the greatest number of minds, knowing the most, and having the fullest opportunity of knowing it, about the special matters at hand, and having the greatest interest in its well working, have the management of it or control over it.

¹Chairman of the Department of Education

²*Civil Government in the United States*. By John Fiske. p. 274. New York: Houghton, Mifflin and Company.

Centralization is that system of government under which the smallest number of minds and those knowing the least and having the fewest opportunities of knowing it, about the special matter in hand, and having the smallest interest in its well working, have the management of it or the control over it.

The definitions may not reflect the dangers confronting local government. But as John Fiske says in his comment on this treatise, "An immense amount of wretched misgovernment would be avoided if all legislators and all voters would engrave these wholesome definitions upon their minds."³

How much government is essential to protect the sovereign people from their own inadequacies? What is the ability or willingness of a people to pay for an adequate system of social control? The solution to America's problem of self-government does not lie solely in effective organization or effective management. Without the sustained interest of the governed, the policy-determining function which belongs to the people may be absorbed by those not so seriously interested in democracy, by specialists who may be more interested in the area of specialization than in the welfare of the people, or by a great bureaucracy of vested interests.

The success or failure of government and the quality of service it renders rests, in the last analysis, upon the capacity and the character of the men and women who constitute it. There must be in government men and women who have capacity and character and who believe implicitly in rendering a service rather than in building up a vested interest.

America will preserve local initiative and responsibility only if there be a willingness on the part of all elements locally to improve the governmental structure in the interests of the whole people instead of permitting aggressive minorities and political expediency to dominate the needs of the group. Unless those locally are willing to assume the responsibility for a more effective organization, for the placement

of men and women of character and capacity in positions of government, and for continuous citizen participation in the consideration of policy, the trend will be towards units of government far removed from the people.

The attitude of doing for a people must be replaced by an attitude of doing with and by the people. Unless there is confidence in the ability of the local unit to assume responsibility and effective education of its citizenship to assume such responsibility, man's efforts to govern himself may succumb through passive acquiescence to the centralized interest. Democracy, on the other hand, will not function effectively until all of the people of the community recognize that all of the people are part of the community.

Government has a responsibility and an obligation to see to it that authority does not become the substitute for leadership and responsibility. One of the most fundamental jobs confronting American education is to create a community so aware of the problems that confront the community and in the larger measure the nation, that a vigorous self-propelled effort to aid in the solution of the problems next door will develop.

CHOICES MUST BE MADE

Men of the past learned one thing at a time. In Asia and Egypt the general lesson was industry and obedience. The removal of the center of growth to Greece added mental and artistic culture. The westward movement to Rome produced new ideas concerning public organization, law, and order. Perhaps if each of these lessons had been perfect with the additions made by Christianity, which defined the relations between them, the law of human rights and the doctrines essential to the stability and purity of society, mankind might have been able to build up satisfactory institutions and a complete civilization from the Roman period.

³*Ibid.*, p. 274.

But there were imperfections. The Asiatics became superstitious. The Greeks could teach men the art of exercising their minds but they wasted a good part of their thought on profitless debate. Their failure to obtain a clear and valuable result from philosophy made them skeptical and contributed much to the decline of civilization. The Romans based their whole structure of law and order on force and a general violation of the rights of mankind. The minds of men were confused. *Many men are able to discover defects in institutions and to indicate remedies, but the force of habit and reverence for tradition offer so much resistance to required changes that frequently it has been necessary to establish and build up institutions on new principles and on fresh ground.*

A period has been reached in America when it will be necessary for the people to make choices. The Golden Age of Finance has passed. We must be certain now that our interest is in the children and in the citizens of tomorrow and not in the protection of some vested interest. We must be equally certain, both educators and citizens, that the values essential for the preservation of this democratic order and the creation of rational men are not permitted to succumb to the efforts of those who are little interested in a nation of thinking men.

Intelligent economy should be the first principle of administration whether it be in government, schools, social agencies, or other community institutions. This is a trait, however, that should prevail not only in periods of adversity but in normal and prosperous periods as well. It takes no great administrative genius or exceptional executive skill to spend money, and especially is this true when there appears to be no limit to the available funds, but it takes moral courage and ability to set aside personal political expediency to administer any institution wisely and effectively in these trying days. There will be

tremendous competition for moneys to support public enterprises.

The normal indifference toward long-time community planning and failure to develop an informed citizenry are serious handicaps in the formulation of any rational process of re-examination or re-evaluation of government during this period. Horizontal budget reduction will do little but to complicate the larger problems of planning. In many instances, it often seems that until a crisis ensues, few people manifest any particular interest either in the system of taxation or in the expenditures of revenues derived from taxation. When income declines to any appreciable degree, the individual taxpayer faces the intricate task of re-allocating his available funds. Some attitudes are not altogether rational, but some day we shall be called upon to make choices. What will be the prospects for education?

EVALUATING THE EDUCATIONAL PROGRAM

Some in our country believe that too many people have been taught how to think for themselves much too well. On the other hand, there is evidence in areas of our country that many, not so well trained, are the eager and early victims of any panacea for social and economic readjustment. The problem, indeed, is complex. It may be said with assurance, however, that no government is safe until its people are profitably occupied at a living wage. It is the business of education to develop within the individual the power and the desire continually to improve himself. We need capable, self-disciplined men of character, citizens who believe in this country and who are able to appreciate the fact that freedom is the basic imperative.

A balanced educational program will include, therefore, not only training for useful life work, but also adequate attention to citizenship, health, leisure time, and the moral-spiritual values in life. Extensive and fundamental changes in public education are required to meet our

social, economic, and political needs. Widespread discussion of changes has prevailed now for a decade. It is time now to crystallize our thinking into an actionable program.

The educational system does not exist to provide jobs, to insure monumental edifices in the local community, to provide business in an area, to provide educational opportunity for the chosen few, to provide a way out of work, or for other reasons. It does exist that all the children of all the people, irrespective of race, creed, political belief, and economic status, may have an opportunity to develop fully those talents that permit free men to contribute their maximum endowment of mind and body to the insurance of their own happiness and to the welfare of their fellows and to become a contributing, constructive force in the preservation and the improvement of the democratic state. Society must furnish the opportunity to make a living and to live the full life. Society inevitably must be better because of this opportunity for the development of the whole man.

One of the great needs in the United States is an educational system designed for all the children of all the people and the people themselves, and based on the qualitative ideal rather than on the magnitude of the enterprise. We need in this country a horizontal education for life, rather than a vertical education for more education.

There is, however, a difference between going to school and becoming educated. Organized education through the school provides one kind of educational experience. The social forces outside the school, dominated by other interests, selfish or otherwise, represent the out-of-school educational system. There are approximately 8,760 hours in the year, and the ordinary school has the child for approximately 1,260 hours per year. The other 7,500 hours are at the disposition of the family, the street, the motion picture, the marijuana peddlers, the museum, the library,

the host of other agencies and activities that prevail in the community. This is not to be construed as an effort to discover some alibi for whatever organized education may have failed to do. Rather it is an effort to advertise the fact that the school is not the only educational agency.

For generations now, each succeeding generation has endeavored to provide an environment in which the hardship of the generations preceding might be avoided. There has been a prestige value attached to certain kinds of education or certain parts of education that impedes the real job. The social barriers are set up against the hand worker. The white-collar worker, so-called, for no good reason, is placed on a higher social level than other workers. This tendency must be corrected. America needs a new respect — a new dignity for work. A nation that attempts to live by its wits is near the brink of social degeneration. Education must be something more than an escape mechanism demanded by parents and devised by experts to avoid the unpleasantness, the hard work, the inequality, or the meager opportunities that prevailed in preceding generations. It is not that too many go to schools and colleges or that there are too many museums, libraries, art galleries, but rather that too few are being developed and assisted to select those areas of life which hold for each the greatest happiness and contentment and which hold for society the greatest usefulness and service. There must be developed within the individual those talents which will enable him to remain a free man among free men.

We are all aware of the fact that the tremendous volume of accumulated knowledge can not be absorbed by the individual. It is neither desirable nor possible to teach all things to all people. There is need in the educational system to do fewer things better, to provide the individual with the mechanics of learning, and to perpetuate the curiosity with which the individual is originally endowed. Too easy mental liv-

ing, however, may have just as dire results on the race as too easy physical living. There may not be an aristocracy of subjects but constructive thinking can not result from ever taking the path of least resistance. Too many of our people are becoming intellectually allergic to anything that represents effort.

Men and women become citizens of the United States and in that capacity determine the policies of democracy. Democracy is not safe until the people have been prepared to participate intelligently and rationally in the conduct of their own affairs. The production of a constructive attitude towards government is not possible merely by awaiting for it to develop. Each one of us is a citizen whether he be a college graduate or possesses only a sixth-grade training. No one asks how much education one has or what his I. Q. is when he casts his vote, or when he runs for office, or when he serves on a jury, or when he buys goods. The security of this

country is vested in an educated citizenship.

It is essential that our people as a whole begin to feel a sense of sacrifice for the welfare of this country. Let us not believe that we can ease our way out of the trying situations that confront us or that we can live without enduring hardship. The utmost sacrifice will be required in the years ahead if this nation is to survive. The first line of defense in this country, therefore, is a citizenship prepared to do the work of the world and prepared to defend the things for which this country stands.

It is now necessary that we re-appraise our effort. May I earnestly hope that the effort in this country will be such that the educational enterprise, the cultural enterprise, represented in the school system, in the universities and colleges, the libraries, the museums, the host of opportunities here, be appraised in the most intelligent and rational manner and that the right of men to an opportunity for self-development will not diminish in our nation.

SECURITY IN READING

E. W. DOLCH

UNIVERSITY OF ILLINOIS

MORE and more schools and parents are concerned about every child's feeling of security. The cause is our increasing knowledge of the tremendous ill effects of insecurity on a child's life and personality. Psychiatrists who are trying to repair the crippled or wrecked lives of adolescents and adults are constantly referring the tragedies back to insecurity in childhood.

Children's insecurity may go back to neglect or mismanagement by parents in the days of infancy or early childhood, but a very great deal of the insecurity is caused by failure in school. In every grade there are timid, fearful children in a strange and

frightening environment with other children and a teacher who they imagine are hostile to them, and with work put before them that they can not do. Some of these children throw up their food after meals, some of them have nightmares, but most of them just struggle with a sense of failure and defeat. Some of them even seem to be having a good time on the playground but settle into a tense inaction in the schoolroom. Some of them save their self-esteem by asserting themselves and becoming conduct cases. But all of them are suffering insecurity through school failure, and most of that failure is failure in reading.

Much is being done by schools to remedy this insecurity by delaying formal instruction in reading and by devoting time to reading readiness. Much more would be done if both schools and parents could understand that the way to make rapid progress in reading is to begin slowly. We no longer push children to walk before they are ready. We no longer try to make little adults of children by insisting too early on their using adult methods and doing adult acts. We recognize in many fields that the way to be a good adult is first to be a good child and then a good adolescent. If we could only include learning to read in this same category. If we could only admit that reading is an adult accomplishment and say that we will develop children as children first and then let the adult accomplishments come naturally and slowly, knowing that they will develop rapidly when the children are ready to learn them. Thus emphasis on reading readiness is one first way to ensure to every child security in reading.

It is strange that so few persons know that it has been scientifically proved that the way to become a good reader is to begin slowly. The national association of researchers, called the American Educational Research Association, has the proof in its yearbook for the meeting of 1940. In that yearbook is the report of a seven-year study. Two groups of children were matched for sex, age, intelligence, home conditions, etcetera. One group began reading at six years, in the first grade, as is usual. The other group spent their time in many kinds of study, learning all kinds of things about their natural and social environment and developing many skills, but not reading. Finally, in the middle of the second year, this experimental group became eager to attack pre-primers and so began the usual reading program. That meant a delay of over a year in starting formal reading. But in two years the slow-beginning group had caught up with the early-beginning group. After that, year

after year, the slow-beginning children got farther and farther ahead of the others. At the end of the seventh year of school, the children who began a year later than the others were a year ahead of those who began at the usual time. And remember these were matched groups, and after the first two years the two groups were mixed in classes and so were given exactly the same treatment.

How can the apparently strange results of this study be explained? There seems to be only one possible explanation. Those who began late began their reading with security. Success gives security and they succeeded from the very start and succeeded all the time. The others must have been frustrated to some extent, as are so many of our beginners. They must not have had, to an equal extent, the drive and enthusiasm that comes from immediate and continued success. This is just an hypothesis, but what other explanation is possible?

We know that the motto of the school in all things must be "challenge but do not defeat." Defeat destroys anyone's feeling of security. We must see that there is always "effort with success." Success always builds a feeling of security. With a feeling of success the child will always have a feeling of security in reading. The delay in beginning reading used in this experiment is not necessarily the only way to secure beginning success. Emphasis on reading readiness, with a slow beginning of formal reading instruction, will have the same effect of success for each child and therefore a feeling of security for each child.

One of the tests of a child's security in reading is to ask him to read aloud to you. If he picks up the book reluctantly and reads with timidity and evident doubt of his ability, then he does not have security in reading. And this means he never reads if he can help it. He gets no practice in reading. In effect, he makes no progress because practice is needed for progress. How many of your children would read aloud in this reluctant, hesitant manner?

HOW TO BUILD SECURITY

We have suggested that a slow-start in reading will be the first step in building for every child security in reading. When he starts he must succeed from the very first day and keep on succeeding. The second step to build and keep security in reading is for us to see that each child keeps going at his natural rate and is not pushed faster than he can go. The best device in large school systems to maintain "natural progress for all" is the primary school in which there are no first, second, or third grades, but just primary groups progressing at their own best speed. The groups are known only by the teachers' names, and some teachers keep the groups for two or three years. Children are shifted from group to group at any time but effort is made to move individuals "up," rather than "down." That is, children who become too far advanced for their group are shifted to a faster moving group, and then the pace can be slackened to fit the remaining members. In a small school this plan is hardly possible, and it becomes necessary to consider retention in grades. Here we find the strange idea that pushing all children ahead at the same rate is good for all the children. It has been demonstrated often enough that for some children a judicious retention, understood by parents, school, and child alike, will give success and security where unthinking promotion would mean perhaps a lifetime of failure. In all problems of promotion we must think of the child's security, both now and later. Indiscriminate pushing on has filled many schools at all grades with failures who are daily developing greater and greater personality difficulties. To promote or not to promote is a special problem which must be solved for every individual child in terms of our very best of thought and insight.

We have spoken (1) of security from a successful start, and (2) of security from continuing year after year at the level which will ensure success. But there is (3)

a possibility for security in reading that every teacher has in her power at every level. It is that every child, every day, should have the experience of reading something with ease and pleasure. This means the individual reading period, when every child gets a book on his interest at his level and just reads and reads, feeling security in easy understanding of the printed word.

Many teachers, it is true, feel there is no time for this individual reading which makes reading a pleasure and builds security in reading. If we will think for a moment of all the frustration that the ordinary textbook brings to so many children, especially to the slower half or third of the class, we will realize that time must be found for "security reading." Teachers in the elementary school would be horrified if they could ever realize how many of the students they send on to high school just "hate reading." As soon as they find a teacher in whom they have confidence, they voice this hatred. A more deplorable condition can hardly be realized. The school gives each individual only a start on his education. He must go on educating himself for the next fifty years. He must do this chiefly through reading. But suppose he "hates reading?" Is that a condition we wish to promote? Obviously, we do not, and our only recourse is to develop a liking for reading and not a hatred for it. And the one best way is to provide time every day for "security reading" that will counteract the effect of books which for one reason or another promote fear, insecurity, and dislike of reading.

Our suggestion may be summarized as "a successful start and continual success thereafter." There is nothing strange about such a program. But it requires constant watchfulness and a determination to alter all conditions which lead to the opposite. That is, it requires that we keep "security in reading" constantly before us and work constantly toward that end.

AVIATION EDUCATION FOR MODERN LIVING

WILLIS C. BROWN¹

UNITED STATES OFFICE OF EDUCATION

NUMEROUS and complex forces operating in modern industrial societies are clamoring through various interest groups for a place in the school program. School administrators and teachers are, as a result of changing culture patterns and pressures, constantly faced with the necessity of making value judgments involving curriculum materials and learning experiences.

Aviation — its rapid growth, and its impact on the lives of people everywhere — is becoming increasingly one of the social and technological forces or factors with which those responsible for schools must reckon. For fear of being misunderstood, let me say that I do not contend that aviation should replace any subject, and I do not believe that one prescribed course in aviation is the solution; however, I believe we should give serious consideration to aviation and find wherein it can contribute to the program in all grades and in various kinds of schools.

In considering the function of aviation education in schools it should be recognized that we have recently emerged from a period in which two principal emphases were common, namely, pre-flight aeronautics courses in general education and aircraft mechanic courses in vocational education. These emphases played a definite part in our winning the war by contributing to the preparation of well-trained men in a minimum of time which enabled this country to meet its needs for war planes and trained pilots.

The need does not exist today for the military-sponsored pre-flight courses. The essential functions served by the pre-flight courses have been largely replaced by other

approaches, such as Science of Aviation. In aircraft mechanic training, although the civilian demand for trained mechanics decreased following the war, a recent study has shown that adequate facilities now exist for meeting current training needs and are capable of quick expansion to meet any foreseeable emergency demand. This vocational training is being well cared for by private trade schools and Federal-state-aided public vocational schools and by the aviation industry itself. Therefore, the rest of this consideration will be concerned entirely with the general education aspects of aviation in schools.

With a wider acceptance by professional and lay leaders of experience-centered programs has gone an appreciation that education needs to be closely coupled with the important forces active in our modern industrial society. Peter F. Drucker, a leading student of the economic, social, and political problems of our industrial age, pleads for an understanding of societal changes which take into consideration the industrial world. He says, "The physical reality in which live the overwhelming majority of the five hundred million people on the European and North American continents is that of an industrial world. Few of us could live a single day without the products, services, and institutions of the industrial system. Everything in our lives which relates to the routine of living is shaped and determined by it. Most of us depend upon it directly or indirectly for our livelihood and our pleasures. Its social problems are our individual problems; its crises are

¹Specialist for Aviation, Division of Elementary and Secondary Schools, Office of Education, Federal Security Agency, Washington 25, D. C.

direct attacks upon our individual security and social stability; its triumphs are our proudest achievements.”²

If the school curriculum is to be made more meaningful, it follows that increasingly it should interpret socio-economic and technological forces. The basic philosophy of most general education common learnings programs is centered on an intelligent understanding and appreciation of these forces, the impacts of which are common to the lives of all, at the same time realizing the importance of serving individual interests and specialized needs.

For students interested in research, much has been written and is available in other sources on the socio-economic aspects of aviation.³ It is desired herein to summarize only a few of the most significant impacts of aviation on society for purposes of illustration.

SOCIOLOGICAL AND ECONOMIC IMPACTS

Due to aviation we can never again be remote from other peoples of this world. There are no more “far away” places. There is no spot on this earth that is theoretically more than forty hours flying time from your local airport. This can be verified quickly with a pencil and paper by using 8,000 miles as the diameter of the earth and 312 miles per hour as the average cruising speed of long distance flight. These thoughts are certainly shattering to any feeling of isolationism we may have had.

Perhaps much of our current feeling of uneasiness and tension stems from such realizations. We certainly lack a sense of security which some have described as akin to claustrophobia when we realize that all the nations of the world have suddenly moved in close to us. World problems now demand our attention and thoughtful analysis. There are divergent implications in this situation that need to be studied, discussed, and interpreted by teachers and pupils in the classroom. Reliably prepared reference and resource materials are essential.

On the side of national defense and self protection, two of the best sources of information are the report of the President's Air Policy Commission entitled, *Survival in the Air Age*,⁴ and the report of the Congressional Aviation Policy Board entitled, *National Aviation Policy*.⁵ Both deserve scanning for implications of importance to school people. Herein matters of national security, the new concept of strategic defense, considerations necessary to keep our aircraft production up to date, emphasis in research, etcetera, are adequately covered by talented commissions.

Then there is the other side of this sociological question equally as important to school people who recognize in aviation a means of working for better understandings among peoples. Aviation has made the world seem smaller because, in general, it has enormously decreased the time it takes to get from place to place. This shrinking of the apparent size of the world has, however, expanded our opportunities to go places formerly inaccessible, to meet other peoples, and to broaden our understanding of world conditions by first-hand experience. Aviation, then, now affects the daily lives of all of us. The impact of aviation has changed our social situation and has opened up possibilities for social study never before possible; it has made imperative the development of social skills and understandings never before required.

As an economic force aviation has risen in our midst as a new problem. Short of fifty years this aviation infant has outgrown the experimental sport craft that fluttered unsteadily at slow speeds and developed the modern airliner that plies the lanes of commerce at ever increasing speed. Today air transport is a major in-

²*The Future of Industrial Man*. By Peter F. Drucker. New York: The John Day Company, p. 21.

³*Aviation Education Bibliography for Junior and Senior High Schools*. Chicago: United Air Lines. Free. *A Selected and Annotated Bibliography on the Social, Political, Economic and International Aspects of Aviation*. Washington, D. C.: Civil Aeronautics Administration.

⁴Washington, D. C.: Government Printing Office, 75 cents.

⁵Washington, D. C.: Government Printing Office, 20 cents.

dustry carrying passengers, mail, express, and freight over land and ocean routes of world commerce.

The air transportation industry dates the beginning of real growth with the passage of the Civil Aeronautics Act in 1938. A scanning of airline statistics shows that great strides have been made in the eleven-year period from 1938 to 1949. In that period airline plane miles flown increased 476 per cent.⁶ Passengers carried increased 1,000 per cent, and passenger miles flown increased 1,400 per cent. A comparison of Pullman and airline travel shows that in intercity transportation sixteen trunk airlines had only 12.57 per cent of total Pullman train passenger miles in 1940, whereas in 1949 the same airlines had 41.63 per cent of Pullman.

Looking at the services airlines perform, we find in 1949 passenger traffic accounted for 81.99 per cent; mail, 10.08 per cent; freight and express, 5.86 per cent; and other miscellaneous services 2.07 per cent of the total operating revenue of the domestic trunk airlines. In the international field, passenger traffic contributed 58.94 per cent; mail, 23.90 per cent; freight and express, 8.46 per cent, and other services, 8.70 per cent of the annual gross income.

These figures point to still greater growth as new marvels of electronic equipment are designed, manufactured, and put into use. New developments in the field of navigational aids will make it possible to fly with safety through weather conditions that now hold up and delay flights.

Weather has long been a retarding factor to the scheduled airlines. The uncertainty of weather has caused airlines economic losses and passengers inconvenience and financial losses also. Just now there seems to be some possibility for immediate improvement. Already over 300 Omniranges are in operation in the United States. This is a new electronic navigation apparatus that operates on very high frequencies and will entirely replace the low frequency apparatus formerly used.

With \$4,000,000 in Distance Measuring Equipment ordered and still more new radar-type equipment to come, already some improvement is being felt. According to January 1, 1950, figures, at 87 points in continental United States, "Instrument Landings System" landings are possible. As a result of the growing use of the landing aids including the above plus Precision Beam Radar Equipment, U. S. Airliners have continued to increase the regularity of their scheduled operation without any reduction in the standards of safety.

With this growth, airlines have consistently improved their operational record, and with new electronic aids shortly to be available, there is reason to believe that the present record will be improved.

The safety record in 1949 for the combined domestic and international carriers was the best in history. In that year the scheduled airlines of the United States, flying 16,424,134 passengers more than 8,842,805,000 passenger miles on air routes covering the United States and around the world, set a new safety record. The 1949 record for all scheduled United States airlines operating overseas and domestically was 1.0 passenger fatalities per one hundred million passenger miles. On the domestic routes alone the rate was 1.3 fatalities per one hundred million passenger miles, while on the routes of the United States airlines operating abroad there were no passenger fatalities.

TECHNOLOGICAL IMPACTS

We would do well to review the technological aspects of aviation often lightly skipped over by teachers who may feel inadequately prepared to present them to their classes. As previously mentioned, it is the technological changes that Peter Drucker calls to our attention. They may well be some of the most important factors for consideration and study which will make education more meaningful to pupils.

⁶*Air Transport Facts and Figures*, Eleventh Edition. Air Transport Association of America, 1107 Sixteenth Street, N. W., Washington 6, D. C.

COMMON LEARNINGS

What are some of these technological changes with which teachers should familiarize themselves? Changed industrial production methods is one.⁷ Standard designs of aircraft are no longer individually made by craftsmen, but are a product of mass production, parts stampings, machinings, fittings, inspecting, sub-assembly and assembly in jigs which insure a high degree of accuracy and interchangeability of component parts. Development of modern aviation power plants is another interesting story that teachers should know more about.⁸ They should know the differences between an internal combustion engine, a gas turbine, jet or reaction engine. Teachers should know more about the new electronic equipment⁹ and gadgets that perform miracles in the control of air traffic in flight and guide their approach through poor visibility to safe landings. Some of these pieces of equipment have already been mentioned.

There are so many interesting stories in the field of technological developments that it is almost impossible to mention more than a few. The individual teacher is then "on her own" to do regular current reading of a few well selected non-engineering aviation magazines¹⁰ and keep abreast of current developments.

It is well to realize that as a field of employment in 1932, there were 5,610 personnel working for airlines. In 1949, closest estimates place employment at 78,182 persons. In addition, the field of aircraft manufacture employs thousands of mechanics as aircraft welders, machinists, sheet metal workers, draftsmen, aircraft electricians, radio and electronics experts, etcetera. In short, this growing industry becomes more important to our economic and technological life each year.

These implications of the industrial side of aviation are illustrative of the wealth of content and information which ought to be incorporated in common learnings or general education programs.

These facts and forces in modern aviation make significant impacts on the lives of all of us, therefore they are basically suitable and should be included as phases of common learnings programs, core type curricula, and special interest courses. All children have a right to expect in their classroom an interpretation of the world and modern life of which they are a part. In addition, and aside from the common needs of all, there are other valid needs arising from individual differences.

Organization- and curricular-wise, teachers can and should emphasize aviation in their task of interpreting modern life in every grade from one through twelve. Yet there needs to be some over-all planning and co-ordination to prevent Johnny from saying, "Heck, Mom, this is the fifth time I've studied The Airport. Don't teachers know anything else about aviation?"

There are many resources available that help classroom teachers to see the wealth of educational experiences for pupils that can be incorporated at different maturity levels. No attempts should be made to standardize the grade placement of aviation units of instruction in all schools. Such procedure is undesirable because it would not allow for community variations in pupils, teachers, and schools. Children, however, usually express an interest in the following topics which are cited only as examples of some of the emphases that might be employed in developing understandings and skills in aviation education in various grades:

Airports
Why and How Planes Fly
Community Aviation

⁷ "Big Job." *Boeing Magazine*. April, 1950. Boeing Airplane Company, Seattle, Washington.

⁸ "Behind the Turbine Wheel." By Lloyd Hull. *Boeing Magazine*. April, 1950. Boeing Airplane Company, Seattle, Washington.

⁹ The Big Five. *The Pegasus*. February, 1950. Fairchild Corporation, Hagerstown, Maryland.

¹⁰ Periodicals — Aviation. March, 1950. Office of Education, Federal Security Agency, Washington 25, D. C.

How Man Learned to Fly
 Current Aviation Developments
 Air Transportation
 Flight Control
 Aviation and Geography
 Aviation as a Social Force
 Aviation for Fun
 The Mathematics of Aviation
 Science and Invention
 Physics Principles Used in Planes and In Flight
 Aircraft Manufacture
 Aviation in Economic Life

In addition to provisions for aviation education as a part of the general education of all pupils through such units as proposed above, the school should also provide for the special interests and needs of individual pupils.

Some of the individual differences expressed by pupils going beyond the criteria of a common learnings program are:

1. Desire to specialize in flying as a life work
2. Desire to specialize in aircraft mechanics
3. Desire to continue education in aeronautical engineering
4. Desire to have a military career in aviation

Such aims may be served by offering one or more elective courses in high schools. Some suggested course titles follow:

1. Science of Aeronautics
2. Aircraft Mechanics — Industrial Arts
3. Airplane Model Building, Testing, and Competition Flying — School Sponsored
4. Fundamentals of Aeronautics
5. Air Transportation

These courses are usually offered in the eleventh or twelfth year, although numbers three and five have been successfully offered in the ninth year.

There are so many teachers now teaching who received their teacher education before aviation was mentioned in most colleges that the in-service problem of teacher education is particularly important. Every teacher education institution should aid in pre-service as well as in-service aviation education projects, making available resources of materials and qualified consultant help. City boards of education and supervisory leadership can also be effective in providing good programs on aviation education for in-service training. Teacher education faculties should make it plain that standardized courses are not to be sought. Teachers should explore the field for values, enriching their own offerings, based on their own conditions, and then share their experience with others.

Consultant help is available from many sources such as the leading airlines; Civil Aeronautics Administration; Link Aviation, Inc.; colleges and teacher education institutions; State Departments of Education; State Departments of Aeronautics; and the Office of Education, Federal Security Agency.

Many schools and school systems have been working on comprehensive programs and have included aviation education in their curriculum improvement planning during the past ten to fifteen years. There is much that school administrators still can do, but a completely modern treatment of aviation in the classroom is, in the final analysis, the primary responsibility of every classroom teacher.

There never will be a Maginot Line against the limitless powers of the universe as developed by the limitless imagination of man. — Harold C. Urey

THE LIBRARY OF CONGRESS 1800-1950

BLANCHE PRICHARD McCrum¹

ONE hundred and fifty years ago the Library of Congress came into being because Congress believed that a statesman's work called for access to knowledge preserved in books. And so on April 24, 1800, the belief expressed itself in an Act appropriating \$5,000 to make a start. The first purchase from this sum resulted in the arrival, by sailing vessel from London, of "eleven hair trunks and a map case" containing the meager handful of works that, after being shunted around while work on the Capitol progressed, finally came to rest in a small committee room, so dark and damp that the timbers of the floor and roof were decaying. Even such a humble beginning of a library was not, however, to remain undisturbed; for when the Capitol was burned during the War of 1812, the kindling used to start the flames consisted of the books provided to illuminate the minds of Congressmen.

But for the fact that Thomas Jefferson had been at work for fifty years collecting his private library and that financial reverses made him anxious to sell it, the destruction might have had more serious consequences than it did. After considerable debate on the subject of buying or not buying the Jefferson library — of which the owner wrote: "I do not know that it contains any branch of science which Congress would wish to exclude from their collection; there is, in fact, no subject to which a Member of Congress may not have occasion to refer" — the decision was to buy. Another Act was passed, the transaction was completed, and a few wagons bumping along over the road from Monticello to Washington brought in a reconstituted Library of Congress.

Twice again the Library stood ordeal by fire. In the last and most serious of these catastrophies nearly two-thirds of Jeffer-

son's original collection, said to contain approximately 6,487 volumes, was destroyed. More recently, two world wars have gone over the Library's head, wars which reduced to rubble parts if not all of certain great European libraries and consumed books by the million, yet the institution so modestly founded a century and a half ago has grown to almost unbelievable proportions. The buildings that house it cover $13\frac{3}{4}$ acres of ground. Its shelves, carrying in the neighborhood of 9,000,000 books, if stretched end to end on the automobile route from Chicago to Toledo would arrive at their destination with a few miles to spare. Its stores of newspapers, manuscripts, maps, phonograph records, photographs, prints, motion picture reels, and rolls and strips of microfilm, musical scores, and other materials give it a total count of more than 27,500,000 pieces. It is believed to be the largest library in the world.

The essential purpose of the Library, which is to serve Congress as a reference library, has not changed with the passage of time. However, Congress has not restricted the use of its library to its own membership. It has, therefore, expanded from its original plan until it has become the reference library of the Nation as well as of the Nation's Congress. In its enlarged form a few of its many offerings stand out and illustrate the range of activities carried on in this intellectual service station at one of the busiest traffic crossings of the world.

As demands for service to scholars and other adult members of the public have increased, the Library has found it necessary to form within itself a staff expert in giving services exclusively to Congress. The work of this group is known as the Legislative Reference Service. While

¹General Reference and Bibliography Division of The Library of Congress

Members of the Senate and the House wrestle in debate or in committees with the intricate problems facing the country, they can rely on "LRS" to bring up the rear with practically any ammunition in the form of information wanted by either House. As many as 24,000 inquiries for such information were received during the past year, inquiries that required replies varying from the concise analysis of a problem, presented in two pages, to a manuscript which when published, perhaps as a Congressional document, may be as large as a fair-sized book. Some answers to inquiries that involve much preliminary research are nevertheless wanted in highly concentrated form which a whole group can master quickly. In such circumstances, the material is organized by a graphic information specialist into a

chart, a graph, or even a cartoon giving an immediate, visual impression of the relation of complex facts, figures, or processes.

The fields in which the Legislative References Service makes its studies and reports are those areas of thought and activity with which Congress and the Nation are concerned. Atomic energy, health insurance, conditions in China, national defense, the burden of state and local taxes are a few of the thousands of subjects upon which the Legislative Reference Service has supplied published or unpublished information.

As a traveler seeing the sights of Washington looks down from the Visitor's Gallery and views the Main Reading Room where members of the public are served he gazes into a laboratory, not furnished with chemicals or minerals, but one in which



The Main Building of the Library of Congress

books are the raw materials from which new ideas, in some cases new truths, are being extracted. For here, in alcoves that rise toward the domed ceiling, are books that open other books, called by some people "tools for reference." In tall cabinets may be found the means of access to the labyrinth of books in the Library; its card catalog. This great gateway to books is built by a staff of some 150 people at work behind the scenes, choosing the best way of emphasizing subjects, verifying the completeness and accuracy of names and dates, annotating, editing copy, filing, revising, checking so that the amazing approach to knowledge provided by the catalog may be used to the best advantage possible.

A visitor from Mars might give up in despair in the face of such an index, by authors, by titles, and by subjects, printed on more than 8,000,000 cards in highly concentrated form, and filling substantial parts of two large rooms. But fortunately, since subscribers to Library of Congress printed cards possibly number 8,000, many readers have learned in their local libraries at least something about making the most of a card catalog. It is not an entirely simple or easy technique to master and one of the real needs in education is for systematic instruction in the use of such aids to study and research. Equipped with the requisite knowledge and skill anyone can use a large research library with good results. Lacking such equipment the experience can be frustrating in the extreme.

Once the reader has located in the catalog the record of the book he wishes to use and has filed a call slip for it, his request is caught up in a system of mechanical gadgets necessary when vast collections on miles and miles of shelves are being used. The call slip is dispatched to the appropriate stack area by compressed air, in a tube not unlike that used for carrying change in a department store. The human element enters in only when the slip reaches the hands of a stack attendant who must locate the proper book and place it where

it can be moved mechanically by automatic conveyor. "Carriers" used are of the "finger lift" variety, in which the loading apparatus reaches into the shaft of the carrier and as a basket comes by the fingers of the basket pass through the open spaces of the loading device, lift the book off and take it on its way. When a request involves transportation of books to and from between the Main Building and its Annex across the street, they are carried in cart-ridge-like containers by compressed air and cover the distance in a little less than thirty seconds.

SPECIAL INTEREST CENTERS

In addition to its general reading rooms, the Library maintains a number of centers concerned with special interests. The Hispanic Foundation is devoted to the pursuit of studies in Spanish, Portuguese, and Latin-American culture. Slavic, Chinese, and Japanese languages have their separate concentrations of materials in which service is given by members of the staff having competence in these languages and literatures. The musician, whether he be composer, conductor, performer, or musicologist, may work with one of the greatest music collections ever assembled. While the Library excels in American music, the music of the world has also been gathered to its shelves. In some cases that music is present in the original manuscripts written by the very hands of some of the most celebrated composers of all time. If the current devotion to folk music leads to study in that field, the student may read not only the literature of such music in the United States and Latin America, but may also purchase in person or by mail recordings which may be enjoyed on his phonograph at home. At least one album of Indian music is also available. However, if his interest is in the music of speech rather than song he may also buy for his permanent pleasure albums of contemporary recordings² of twen-

²See "Poetry Recordings by Poets." By John Stewart Carter and Mary Elizabeth Flynn. *Chicago Schools Journal*, September-October, 1950.

tieth-century poetry in English as it has been read by the poets who made it. Adjacent to the Music Division is the Coolidge Auditorium in which, through the generosity of Mrs. Elizabeth Sprague Coolidge and Mrs. Gertrude Clarke Whittall, some of the most distinguished concerts of chamber music given in the country are heard by capacity audiences and broadcast over WQQW-FM to the community of Washington.

Another group of readers to whom sound is of the utmost importance consists of the blind, for whom a library of talking books is provided. In it such a lengthy work as Robert E. Sherwood's *Roosevelt and Hopkins* has been made available, although it took eighty-one records to do it, a score of one above the eighty records required for Margaret Mitchell's *Gone with the Wind*. Large and varied collections of books in Braille and Moon types and of talking book records are placed in distributing centers strategically located throughout the country, from which they are brought to the doors of blind readers by the hands of their mail carriers. These books and records, as well as the special machine for reproducing the talking book records, are supplied under a Federal appropriation administered by the Library of Congress.

To the reader whose handicap is not lack of vision but distance from the books he needs, the Photoduplication Service is a godsend. A little roll of microfilm, ordered at nominal cost and slipped into the reading machine of a local library, can save a teacher as far away as the Pacific Coast a trip to Washington. Indeed, it may spare him a long ocean voyage, for the Library has made photographic reproductions of unique materials in various lands of the Old World. No one has, as yet, tried to determine how much the spread of knowledge around the world has been advanced by the techniques of documentary reproduction. But some particularly well-informed people believe that one of the most interesting chapters in human

progress someday will be written about the role of photographic processes in research.

It must be remembered, however, that works requested on microfilm may be under copyright protection which prevents photographic reproduction unless the permission of the copyright owner is secured. But even without such permission the writer need not despair of seeing the book essential to his investigation. The Library stands ready, through its Interlibrary Loan Service, to serve him in his own community and through his local library.

Not all materials of learning are in the form of books — far from it; and some of the most graphic and exciting records of life on this planet are found in pictorial records. These are in the keeping of the Prints and Photographs Division, where the pageant of history comes alive before the eyes of beholders who are poles apart in interests. For instance, the architect finds photographs and measured drawings that bring back truthfully the beauty and dignity of early American houses which he may compare with photographs showing European origins. The sociologist reads the records of life on Main Street and in Middletown without the distraction of words. And all who are willing to look may see the terrible, faithful record of what happens in war, set down through cameras that neither explain nor glorify.

Another approach to understanding our world may be made through the Maps Division, with its 1,830,278 maps, views, atlases, books, pamphlets, globes, charts, gazetteers, and other holdings. By their use the visitor to the Division secures a guide, not only to the geography of these United States, but to regions as far away as Greenland's icy mountains and India's coral strand. And if his problem calls for the advice of a specialist, that may be sought from the geographers who direct the service.

The few services of the Library of Congress, so briefly described here, have been selected for emphasis because they are

typical of many others equally important. But since to some readers they may appear to be highly specialized in the interest of advanced studies, as indeed many of them are, it seems well to include one final offering the Library makes to all who en-

ter its doors. It is a gift made up of the beauty of noble rooms, rich mosaics, graceful marble staircases, all part of a setting for original documents written by great and good men who helped to build America foursquare.



The Great Hall and Exhibition Galleries, Home of the Shrine Containing the Declaration of Independence and the Constitution of the United States.

Here may be found the first and second drafts of President Lincoln's Gettysburg address, of which he said sadly five minutes after its delivery: "It is a flat failure." But as the legend beside the manuscript reads: "The world has not affirmed his judgment. The deeds of those who gave their lives on Gettysburg field and on all the fields of war where men have died that the nation might live are consecrated by this greatest of American orations." The shrine is here where the original copies of the Declaration of Independence and the Constitution of the United States carry the record of America's love of freedom under the law back to two of its greatest expressions. Here is George Washington's letter indignantly rejecting the suggestion that he be made king. And here is a contemporary copy on vellum, bearing the signatures of Members of the Senate and of the House, of the Thirteenth Amendment to the Constitution of the United States abolishing slavery in 1865.

Those are supreme examples of the American record in the past. But also safely held and used are literally millions of other manuscripts in which more recent Presidents—among them Theodore Roosevelt, William Howard Taft, and Woodrow Wilson—as well as other statesmen, soldiers, writers, and private citizens in numberless walks of life, have left their record of service to the world. Therefore the individual states that these men have helped to build are honored in turn by exhibitions drawn from rich literary and historical resources, to which maps, prints, and photographs add their graphic expression of achievement.

While the Library of Congress holds all such priceless materials in trust, it does not possess them for itself; they and what they stand for are part of the inheritance of every American. The hope of being worthy of the trust by being increasingly

of service is ever-present in the Library's planning, and its high ambition is to deserve always more completely what was said by the President of the United States when writing to the Librarian of Congress in honor of its Sesquicentennial:

THE WHITE HOUSE
WASHINGTON
April 13, 1950

Dear Dr. Evans:

The passage of the first one hundred and fifty years of the Library of Congress, to be marked on April twenty-fourth, deserves the grateful attention of the American people and their government. It deserves this grateful attention because the history of the Library exemplifies the history of our American institutions; it is tangible evidence, not of endurance only, but of the strength, the energy, and the capacity for growth which our institutions have demonstrated so well.

A steadfast servant of the Congress, the Library's treasures of knowledge have been brought to bear in the shaping of the laws which govern the whole people and have great influence upon the world. With a spirit of service the Library has provided resources of study for Executive agencies, and has thrown open its doors to scholars from every land, thus aiding in generous measure in the essential work of extending the boundaries of knowledge and new learning for the benefit of the whole of mankind. A partner of all libraries of whatever dimension and whatever kind, it has shared with them its experience, its skills, and its products. With them, it has been an affirmation of the power of enlightenment. It has stoutly defended the freedom of the mind, and the right of the quiet voice of truth to be heard.

Neither the Library's collections, which numerically may exceed the collections of other repositories, nor its services, which some believe unparalleled, could ever have been fashioned without the power of the principle of free inquiry and the support of that principle by the people and the Congress. Once a few wagons transported the Library of Congress from Monticello to a burned out Capitol. Remembering this I am confident that the spirit of Thomas Jefferson joins with me in congratulating the American people upon their Library's sesquicentennial.

Very sincerely yours,

(Signed) HARRY S. TRUMAN

Dr. Luther H. Evans
Librarian of Congress
Washington 25, D. C.

NEW BOOKS FOR 1951 READING

ELOISE RUE AND ELIZABETH J. WILSON

CHICAGO TEACHERS COLLEGE

BECAUSE parents often ask busy teachers for lists of the "best books," especially at Christmas or any gift-giving time, we have prepared a selected list of those published within the past year. Short annotations indicate the value both in relation to classroom studies and the children's interests and hobbies.

Two categories important to parents and teachers have not been included since they have been adequately evaluated elsewhere. First are the so-called classics, which have bloomed in new editions at all prices since the end of World War II. They are ably discussed as to print, paper, binding, and illustration in relation to price in the *Library Journal* of April 15, 1948, and May 15, 1949. When there are as many as nine recent editions of *Alice in Wonderland* and *Treasure Island* and eight of Andersen's and Grimm's fairy tales, as well as of *Heidi*, one can see what a huge though interesting task this was. Second are the inexpensive books. This term is relative to value received. For example, Grosset is publishing the *Wonder Books*, Simon and Schuster the *Little Golden Books*, and Rand McNally the *Book-Elf Books* for younger children at twenty-five cents each. All are attractive and many are good substitutes for comics. Naturally, bindings at this price are more suitable for home than for school use. The Center for Children's Books at The University of Chicago evaluates these critically in its monthly bulletin. Other listings of inexpensive books are the annual *Children's Books for Seventy-five Cents or Less* of the Association for Childhood Education,¹ and *Adventuring with Books* recently published by the National Council of Teachers of English.²

For school library or classroom use one must not overlook (1) E. M. Hale's *Cadmus Books*, older titles in school editions selected by teachers and librarians and sold only in good bindings to schools; (2) well selected and well bound new books available monthly at less than retail prices to home and school subscribers to the Junior Literary Guild; and (3) well-priced, excellent books listed in the September issue of *Illinois Education*. This 1950-51 list was prepared by and the books are available from the Illinois Pupils Reading Circle.³

Although many of the books in this listing were evaluated from publishers' advance copies, all should be available at bookstores by the time this Journal reaches you.

FOR THE YOUNGEST

Country Train. By Jerrold Beim; illustrated by Leonard Shortall. Morrow, 1950. Unp. \$2.00.

Subject and print contribute appeal to nursery age or beginning reader.

The Size of It. By Ethel S. Berkley. W. R. Scott, 1950. Unp. \$1.00.

Big, little, long, tall, wide, narrow, short in terms of everyday things for primary children.

Three Ring Circus. By Emma L. Brock. Knopf, 1950. Pp. 110. \$2.50.

Nine-year-old Sally's decision to be a circus queen kept the family keyed to any emergency all summer.

Surprise for a Cowboy. By Clyde R. Bulla. Crowell, 1950. Pp. 83. \$2.25.

Being a cowboy isn't just dressing up in western clothes and riding a horse, as Danny found out.

Where's the Bunny? By Ruth Carroll. Oxford, 1950. Unp. \$2.00.

Give the two-year-old this tale of a dog and a rabbit to pore over.

Bear on the Balcony. By Ruth H. Helm. Oxford, 1950. Pp. 37. \$2.00.

Fantasy involving a hungry bear and honey which third graders can read themselves.

¹1201 Sixteenth Street, Northwest, Washington, D. C.

²211 West Sixty-eighth Street, Chicago 21, Illinois.

³D. F. Nickols, Manager, Lincoln, Illinois.

Surprise for Susan. By Kathryn Hitte; pictures by Pelagie Doane. Abingdon, 1950. Unp. \$1.00.

Susan becomes a big sister when baby brother comes home. For the very youngest.

One Horse Farm. By Dahlov Ipcar. Doubleday, 1950. Unp. \$2.50.

Simple text and lithographs picture old and new farm life during life span of a horse.

Man Who Didn't Wash His Dishes. By Phyllis Krasilovsky; illustrated by Barbara Cooney. Doubleday, 1950. Unp. \$1.50.

Childlike humor in the solution of the problem.

I Like Winter. By Lois Lenski. Oxford, 1950. Unp. \$1.00.

Tiny, seasonal book with scant text. Picture story about winter sports is *Kiki Skates* by Steiner, published by Doubleday.

Fireman Casey and Fireboat 999. By Esther K. Meeks. Wilcox and Follett, 1949. Unp. \$1.00.

Local Chicago interest in this picture story of firefighting.

One Little Indian. By Grace P. and Carl Moon. A. Whitman, 1950. Unp. \$2.00.

Colorful pictures, simple vocabulary, and large type point up uses of this title.

Angelina Amelia, a Doll. By Henrietta J. Moon. Crowell, 1950. Pp. 89. \$1.75.

Many little girls will love this dainty little old-fashioned doll.

Little Echo in the Hills. By Lucia Patton. A. Whitman, 1950. Unp. \$1.50.

Johnny and Judy follow the echo and find how maps are made. For beginning readers.

Box with the Red Wheels. By Maud F. and Miska Petersham. Macmillan, 1949. Unp. \$1.50.

Warmest red and yellow shades used in this picture book of everyday animals.

Playtime for You. By G. Warren Schloat. Scribner, 1950. Pp. 63. \$2.00.

Home or kindergarten activities presented in photographs and captions.

What Do They Say! By Grace Skaar. W. R. Scott, 1950. Unp. \$1.00.

Animal sounds identified with pictures for kindergarten use.

FOR THE IN BETWEEN

Animal Babies. By Margaret J. Bauer; illustrated by Jacob Abbott. Donohue, 1950. Pp. 88. \$2.00.

Full-page colored pictures add to the appeal of this book on animal habits.

Indians of the Longhouse; the Story of the Iroquois. By Sonia Bleeker. Morrow, 1950. Pp. 160. \$2.00.

Teachers will welcome this informative material with the clear line drawings and good index. *Red Streak of the Iroquois* by Parker, published by Childrens Press, is useful for remedial reading.

First Book of Cowboys. By Benjamin Brewster. Watts, 1950. Unp. \$1.50.

Gang-age boys will welcome this illustrated book about cowboys' work and gear.

Martin Butterfield. By John Burgan. Winston, 1950. Pp. 210. \$2.50.

A modern Tom Sawyer.

Too Many Cherries. By Carl L. Cramer. Viking, 1949. Pp. 62. \$2.00.

Modern trucking and marketing in rural New York as experienced by ten-year-old Bill.

Real People. Edited by Frances Cavanah. Row, Peterson, 1950. \$2.48 each set of 6 titles.

Twenty-four 36-page biographies of men and women who helped make our country, written and illustrated by outstanding authors and artists.

Picken's Great Adventure. By Norman Davis. Oxford, 1950. Pp. 44. \$2.00.

Adventuresome small hero of African jungle. Batchelor's *A Cap for Mul Chand*, about a small East Indian hero, is published by Harcourt.

The Door in the Wall. By Marguerite De Angeli. Doubleday, 1949. Pp. 112. \$2.50.

"Robin, crippled son of a great lord... proves his courage and wins his king's recognition—set against a background of fourteenth-century England." Newbery award.

Secret of the Whispering Willow. By Harriet Evatt. Bobbs-Merrill, 1950. Pp. 282. \$2.00.

Good mystery plus picture of French Canadian village life. Adrian's *Firehouse Mystery*, published by Houghton, is easy tale of two boys and a dog.

Su Won and Her Wonderful Tree. By Virginia Fairfax. Dutton, 1949. Pp. 151. \$2.50.

Korean girl raises, spins, and weaves her own silk with help of her family and her mulberry tree.

Life of Audubon. By Clyde Fisher. Harper, 1949. Pp. 76. \$2.50.

Sympathetic biography containing twenty full-page reproductions of Audubon's works.

Carol from the Country. By Frieda Friedman. Morrow, 1950. Pp. 191. \$2.00.

Family life in crowded New York City. For use during brotherhood week.

Tophill Road. By Helen Garrett. Viking, 1950. Pp. 251. \$2.50.

City family discovers pleasures of farm life.

Masked Prowler; the Story of a Raccoon. By John and Jean George. Dutton, 1950. Pp. 183. \$2.50.

Fine account of wildlife in the Michigan woods.

Christopher Columbus, Discoverer. By Alberta P. Graham. Abingdon, 1950. Pp. 128. \$1.50.

Simple factual account of the young boy's growing interest in the sea and the admiral's famous "first voyage."

Johnny Texas. By Carol Hoff. Wilcox and Follett, 1950. Pp. 150. \$2.75.

Texas teacher has made the Mexican War come alive for modern boys and girls. More Texas history in Meadowcroft's *Texas Star*, published by Crowell.

America's Ethan Allen. By Stewart Holbrook. Houghton, 1949. Pp. 95. \$2.50.

Robust tale of pioneer Vermont with Lynd Ward's vigorous illustrations.

Marvelous Adventures of Johnny Darling. By Moritz A. Jagendorf. Vanguard, 1949. Pp. 239. \$2.75.

Tall tales of an American hero for reading or telling.

History Can Be Fun. By Munro Leaf. Lippincott, 1950. Pp. 64. \$1.75.

Easy narrative and humorous line drawings orient children to a subject not usually fun. Last year it was arithmetic.

Ruby Throat, the Story of a Humming Bird. By Robert M. McClung. Morrow, 1950. Unp. \$2.00.

Illustrations and type suitable for sight-saving groups. Uniform with *Sphinx, the Story of a Caterpillar*.

Three Ships Come Sailing In; a Story of John Smith's Jamestown. By Miriam E. Mason. Bobbs-Merrill, 1950. Pp. 246. \$2.50.

Adventures of Martin Wynne, apprentice to the company doctor. Hall-Quest's *Jamestown Adventure*, published by Dutton, is a more informational book about John Smith and Pocahontas.

Picture Story of Hawaii. By Hester O'Neill. McKay, 1950. Unp. \$2.50.

Learning about life and products is made too short and colorful to seem like geography.

At the Palace Gates. By Helen R. Parish. Viking, 1949. Pp. 64. \$2.00.

Peruvian bootblack saves the president's life. Local color and action good.

Boat for Pepe. By Leo Politi. Scribner, 1950. Unp. \$2.00.

Sicilian fishermen in California pictured by winner of last year's Caldecott award.

Shining Shooter. By Marian Renick. Scribner, 1950. Pp. 218. \$2.25.

Information and fun about marbles and magic.

Story of Franklin D. Roosevelt. By Marcus Rosenblum. Simon and Schuster, 1949. Pp. 51. \$1.50.

Refreshing and unsentimental biography with drawings and photographs.

Rodeo; Bulls, Broncs, and Buckaroos. By Glen Rounds. Holiday, 1949. Pp. 157. \$2.25.

History and rules in cowboy dialect. Beautiful picture book for a companion volume is Bracken's *Rodeo*, published by Steck.

Let's Look under the City. By Herman and Nina Schneider. W. R. Scott, 1950. Unp. \$1.50.

Public utilities in pictures and simple text aid community study.

Adventures with the Giants. By Catherine F. Sellew. Little, 1950. Pp. 132. \$2.50.

Like *Adventure with the Gods* these Norse myths can be used for upper grade remedial reading.

Play with Trees. By Millicent E. Selsam. Morrow, 1950. Pp. 64. \$2.00.

Another attractive and authoritative experimental book on botany for all ages was last year's *Play with Plants*.

Straight Furrow; the Biography of Harry S. Truman for Young People. By Cornelia Spencer, pseud. Day, 1949. Pp. 214. \$2.50.

"A good picture of the modern American scene."

Abigail Adams; a Girl of Colonial Days. By Jean B. Wagoner. Bobbs-Merrill, 1949. Pp. 186. \$1.75.

Good representative of *Childhood of Famous Americans Series* of value with slow readers and for stimulating interest in history.

Song of the Seasons. By Addison Webb. Morrow, 1950. Pp. 127. \$2.50.

Nature study in large print with many full-page pictures. Another with smaller print and more information about plants is Buck's *In Woods and Fields*, published by Abingdon.

First Book of Bugs. By Margaret Williamson. Watts, 1949. Pp. 40. \$1.50.

Everyone will enjoy this simple text and pictures—for reference use and for fun. Latest in series is *First Book of Stones*, by Cormack.

Owls. By Herbert S. Zim. Morrow, 1950. Unp. \$2.00.

Newest in series of volumes with large print and many illustrations, on such varied topics as *Goldfish* and *Elephants*.

FOR THE TEENS

For Charlemagne! By F. Emerson Andrews. Harper, 1949. Pp. 207. \$2.50.

Sigmund of Fulda, Alcuin's student who fought under Ogier the Dane, met real adventures.

Good Ways. By Delight Ansley. Crowell, 1950. Pp. 214. \$2.00.

Religion and philosophy of all peoples from ancient Egypt and China to the present, impartially explained.

Next Year in Jerusalem; the Story of Theodor Herzl. By Nina B. Baker. Harcourt, 1950. Pp. 186. \$2.50.

About the man who envisioned Israel as a political state fifty years ago. Author's newest title is *Sir Walter Raleigh*.

Lost Horse. By Glenn Balch. Crowell, 1950. Pp. 246. \$2.50.

A good story; useful in building respect for the property of others.

Human Growth; the Story of How Life Begins and Goes On. By Lester F. Beck. Harcourt, 1949. Pp. 124. \$2.50.

Clear and simple explanations of the basic facts with questions and answers.

Hoofbeats on the Trail. By Vivian Breck. Doubleday, 1950. Pp. 238. \$2.50.

Cress Pomeroy makes new friends and decides her future during the four-week Sierra Trail trip.

Su-Mei's Golden Year. By Margueritte H. Bro. Doubleday, 1950. Pp. 246. \$2.50.

Her crippled father's scientific knowledge preserves the wheat crop and saves their village from famine when ancient Chinese practices fail. Equally as pleasing as *Sarah*, a junior novel published last year.

Voyage of the Luna I. By David Craigie. Messner, 1949. Pp. 252. \$2.50.

Two children's trip to the moon in a rocket ship is plausible enough to arouse interest in science fiction.

Little Princesses. By Marion Crawford. Harcourt, 1950. Pp. 314. \$3.50.

Although on an adult level this life of England's royal family will appeal to all.

Talking Tree. By Alice C. Desmond. Macmillan, 1949. Pp. 177. \$2.50.

Adventures and development of a sixteen-year-old Tlingit Indian boy in Alaska.

High-Water Cargo. By Edith M. Dorian. McGraw, 1950. Pp. 216. \$2.50.

Life on the Raritan Canal in 1854. Maddy, the girl next door, encourages Dirck to become an engineer.

Gandhi, Fighter without a Sword. By Jeanette Eaton. Morrow, 1950. Pp. 253. \$3.00.

His personal life and his efforts to free India through education and non-resistance strikes. For the younger reader, Masani's *Gandhi's Story*, published by Oxford.

Going Steady. By Anne Emery. Westminster, 1950. Pp. 189. \$2.50.

Teen-age problems realistically treated through this second story of Sally and Scotty the summer following high school.

Blood Bay Colt. By Walter Farley. Random, 1950. Pp. 307. \$2.00.

The latest of the *Black Stallion Series* is on harness racing. So is Marguerite Henry's new *Born to Trot*, published by Rand McNally.

Bill and His Neighbors. By Lois J. Fisher. Houghton, 1950. Pp. 55. \$1.75.

Story of how prejudice starts and how to prevent it.

Story of Medicine. By Joseph Garland. Houghton, 1949. Pp. 259. \$3.00.

From prehistoric times to modern "miracle drugs" provides inspiration to our future doctors and excellent background information for all.

Crazy Horse; Great Warrior of the Sioux. By Shannon Garst. Houghton, 1950. Pp. 252. \$2.75.

Fictionalized biography presenting final days of Sioux freedom from point of view of the Indians. *Red Fox of the Kinapoo* by Rush, published by Longmans, has similar presentation.

Arctic Venture. By Kenneth Gilbert. Holt, 1950. Pp. 147. \$2.50.

Easily read adventure story of present day fur trading with the Eskimos.

Greenwood Tree; a Portrait of William Shakespeare. By Edward and Stephani Godwin. Dutton, 1950. Pp. 178. \$2.50.

Warm details of everyday life in Elizabethan England.

Eagle of the Sea; the Story of Old Ironsides. By Bruce Grant. Rand McNally, 1949. Pp. 176. \$2.50.

Authoritative but fictionalized history of the U. S. Frigate Constitution.

Knockout. By Philip Harkins. Holiday, 1950. Pp. 292. \$2.50.

Ted Brett was just another kid living in Hell's Kitchen until he learned enough to capture the Golden Gloves Championship. Easily read.

Gabriella. By Nancy Hartwell, pseud. Holt, 1949. Pp. 244. \$2.50.

Romance for girls presenting the values of a home.

Red Planet; a Colonial Boy of Mars. By Robert A. Heinlein. Scribner, 1949. Pp. 211. \$2.50.

Science fiction at its very best. His new title is *Farmer in the Sky*.

Tall Stallion. By Eleanor Hoffmann. Dodd, 1950. Pp. 180. \$2.50.

How a brother and sister train thoroughbreds to help herd cattle and manage to catch the cattle thieves.

Vinnie Ream and Mr. Lincoln. By Freeman H. Hubbard. McGraw, 1949. Pp. 271. \$2.75.

Well-documented fictionalized biography of a teen-age girl sculptor who saw Abraham Lincoln each day during his last few weeks.

Galleon from Manila. By Edith T. Hurd. Oxford, 1949. Pp. 153. \$2.50.

Story of smugglers and kidnappers which pictures 18th century Spanish shipping in the Pacific.

Rookie First Baseman. By C. Paul Jackson. Crowell, 1950. Pp. 266. \$2.50.

Typical story of rookie who makes good.

Golden Footlights; the Merry-making Career of Lotta Crabtree. By Phyllis W. Jackson. Holiday, 1949. Pp. 310. \$3.00.

Vivid picture of the gas-light era of the American theater.

Abraham Lincoln, Friend of the People. By Clara I. Judson. Wilcox and Follett, 1950. Pp. 208.

Authoritative biography made triply interesting by text, fourteen kodachromes of Lincoln dioramas at the Chicago Historical Society reproduced in full color, and jacket by Robert Frankenberg. For younger children, *Abraham Lincoln* by Foster is published by Scribner.

Trailblazer to Television; the Story of Arthur Korn. By Terry and Elizabeth Korn. Scribner, 1950. Pp. 144. \$2.50.

Inventor of phototelegraphy who transmitted first wireless picture across the Atlantic. Special interest to science students.

Land and People of Mexico. By Elsa Larralde. Lippincott, 1950. Pp. 128. \$2.50.

Latest in the *Portraits of the Nations Series* by various authors, presenting history, geography, and customs in text and photograph.

Fun with Fabrics. By Joseph Leeming. Lippincott, 1950. Pp. 96. \$2.50.

Favorite author of make and do books includes such items as tents and hammocks. Last year's title was *Games with Playing Cards*, published by Watts.

And Both Were Young. By Madeleine L'Engle. Lothrop, 1949. Pp. 232. \$2.50.

At boarding school in Switzerland Flip finds happiness through help of her understanding teachers and friendship of a French boy.

For a Whole Lifetime. By Jessica Lyon, pseud. Macrae, 1949. Pp. 221. \$2.50.

This junior novel considers effect of class distinction on marriage.

Sawdust in His Shoes. By Eloise J. McGraw. Coward, 1950. Pp. 246. \$2.50.

Fifteen-year-old Joe Lang, a circus performer, runs away and works on Pop Dawson's farm where life is almost as exciting as under the "big top."

Baseball's Greatest Hitters. By Tom Meany. Barnes, 1950. Pp. 278. \$3.00.

Some of the greatest thrills in baseball will be found in these twenty biographies.

Kildee House. By Rutherford G. Montgomery. Doubleday, 1949. Pp. 209. \$2.50.

Skunks and raccoons solve their housing problem by moving in with the hermit. Fun for all.

Liberty Maid; the Story of Abigail Adams. By Helen L. Morgan. Westminster, 1950. Pp. 253. \$2.50.

Her love story beginning at fourteen and colonial life in New England.

Footprints of the Dragon; a Story of Chinese and the Pacific Railways. By Vanya Oakes. *Land of the Free Series.* Winston, 1949. Pp. 240. \$2.50.

"By far the best title in this series."

Son of the Hawk; a Canadian-Yankee Boy in '76. By Thomas H. Raddall. Winston, 1950. Pp. 247. \$2.50.

Nova Scotia's attempts to become the fourteenth colony form background of exciting tale.

Green Bough. By Ann Ritner. Lippincott, 1950. Pp. 255. \$2.75.

Adults, too, will enjoy this romantic, lively family story.

Wanda Gág; the Story of an Artist. By Alma S. Scott. University of Minnesota Press, 1949. Pp. 235. \$3.00.

Stimulating account of her student art days and early struggles.

How Personalities Grow. By Helen Shacter. McKnight, 1949. Pp. 252. \$3.00.

Readable introduction to psychology of personality development for the more mature.

Understanding the Japanese. By Cornelia Spencer, pseud. Aladdin, 1949. Pp. 277. \$3.75.

Many adults and young people would learn much by reading this. Index and bibliography.

Escape on Skis. By Arthur D. Stapp. Morrow, 1949. Pp. 209. \$2.50.

Boys will enjoy these adventures of three high school lads although philosophy and information sometimes intrude.

To Tell Your Love. By Mary Stolz. Harper, 1950. Pp. 243. \$2.50.

Development of individuals and relationships of a family and their close friends, with particular attention to teen-age problems.

Lees of Arlington; the Story of Mary and Robert E. Lee. By Marguerite Vance. Dutton, 1949. Pp. 160. \$2.50.

"Valuable as a period love story" and an introduction to enjoyment of biography. Her new title is *Marie Antoinette*.

LET'S DO IT TOGETHER

The Lord is My Shepherd; Stories from the Bible Pictured in Bible Lands. Edited by Nancy Barnhart. Scribner, 1949. Pp. 263. \$4.50.

Rewritten without losing the dignity or rhythm of the King James version. Black-and-white illustrations.

Cats. By Wilfred S. Bronson. Harcourt, 1950. Unp. \$2.00.

Everything anyone could ask about their physiology and habits answered in humorous text and pictures.

Let's-read-together Poems. Edited by Helen A. Brown and Harry J. Heltman. Row, Peterson, 1949. Pp. 162. \$2.00.

Kindergarten or primary teachers who love choral reading will want desk copies.

Dick Whittington and His Cat; Told and Cut in Linoleum. By Marcia Brown. Scribner, 1950. Unp. \$1.75.

Excellent for the story hour.

Make It Yourself; Handicraft for Boys and Girls. By Bernice W. Carlson. Abingdon, 1950. Pp. 160. \$2.00.

Arranged by materials and indexed by objects.

Read Me Another Story. By Child Study Association of America. Crowell, 1949. Pp. 161. \$2.00.

Read-aloud favorites for primary grades.

Once Upon a Time; Twenty Cheerful Tales to Read and Tell. Edited by Rose Dobbs. Random, 1950. Pp. 117. \$2.00.

Pecos Bill, Texas Cowpuncher. By Harold W. Felton. Knopf, 1949. Pp. 177. \$2.50.

Enjoyable version of the exploits of a favorite American hero.

World Round. By Inez Hogan. Dutton, 1949. Unp. \$1.75.

The story teller imparts a little geography when he reads this to the youngest.

Eighty Play Ideas for Little Children. By Caroline Horowitz. Hart, 1949. Pp. 96. \$1.25.

This as well as her *Forty Rainy-Day Games* will be welcomed by mothers.

Best Christmas. By Lee Kingman. Doubleday, 1949. Pp. 95. \$1.50.

A family Christmas with a happy ending.

Ships that Made U. S. History. By Helen Mitchell and W. N. Wilson. McGraw, 1950. Pp. 94. \$2.50.

Many men and boys like ships and this has a wide age appeal.

Story Behind Modern Books. By Elizabeth R. Montgomery. Dodd, 1949. Pp. 208. \$2.50.

If you wonder just how, for example, *Make Way for Ducklings* was written, you'll enjoy reading this.

A Pet Book for Boys and Girls. By Alfred P. Morgan. Scribner, 1949. Pp. 246. \$2.75.

Appropriate book for an entire family.

Holiday Round Up; a Collection of Stories for Days We Celebrate. Edited by Lucile Pannell and Frances Cavanah. Macrae, 1950. Pp. 312. \$3.00.

Fifty-two stories for twenty-seven holidays with introductions to each holiday.

This is an Orchestra. By Elsa Z. Posell. Houghton, 1950. Pp. 94. \$2.50.

"Comprehensive guide to orchestral instruments and building a home library."

Treasure of Li-Po. By Alice Ritchie. Harcourt, 1949. Pp. 154. \$2.00.

Six flavorsome Chinese tales, the first with a taste of romance, the last with a dash of humor.

Bartholomew and the Oobleck. By Dr. Seuss, pseud. Random, 1949. Unp. \$2.00.

Was there ever such a boy as Bartholomew, the same who had the 500 hats?

Moses. By Katherine B. Shippen. Harper, 1949. Pp. 132. \$2.00.

For reading aloud with the older children.

Great-Grandfather in the Honey Tree. By Sam and Zoa Swayne. Viking, 1949. Pp. 53. \$2.00.

The storyteller who needs a new tall tale should try this.

Dozens of Cousins. By Mabel Watts. McGraw, 1950. Unp. \$2.00.

An alliterative tale for an appreciative audience.

The Christmas Story. Edited by Elizabeth Yates. Aladdin, 1949. Pp. 54. \$2.00.

Selected passages from the Bible with appropriate wood engravings.

Big Book of Real Trains. By George J. Zaffo. Grosset, 1949. Unp. \$1.00.

All ages will enjoy these large pictures of all types of cars and signals, and the double spread showing how the engine works.

Here's Your Hobby. By Harry Zarchy. Knopf, 1950. Pp. 233. \$2.50.

Such diversified topics as ceramics, sailing, collecting leaves, or raising tropical fishes treated in words and pictures.

A love of reading is one of the greatest gifts which school or home can give to children, and love of reading is achieved first of all through finding pleasure in books.

— Dora V. Smith

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Ruth M. Dyrud, James P. Fitzwater, and Henrietta H. McMillan

FILMS

Primitive Artists of Haiti. One reel, color, \$90. Rental, \$4 for first three days. Distributed by Britannica Films, Inc., Wilmette, Illinois; produced by Benoit-de-Tonnancour Films, Montreal, Canada.

This film, scored with native Haitian singing and drum rhythms, explains the renaissance of Haitian art and the establishment of the Port-au-Prince Art Center. The close alliance between the Haitian art and the practice of voodoo religion is shown to account for the prevalence of mystical themes in the local paintings. Native life and mores are shown; artists are seen at work on canvas, wood, and stone. Usable for junior and senior high school art classes and for adult groups.

R. M. D.

The following films are available to the Chicago Public Schools from the Division of Visual Education. Their selection and purchase are so recent that they do not appear in the latest catalog.

The Safest Way. 17 minutes. 16 mm sound. Black and white, \$50; color, \$150. Produced by American Automobile Association.

A safety film showing how a fourth grade class found the safest way to school. The project includes a field trip and map work whereby each student maps out his own route after studying a large class map of the neighborhood. Safety rules, signs, and helpers are illustrated. Of interest to classes in safety and language arts.

Search for Security. 17 minutes. 16 mm sound. Black and white, \$28.50. Produced by Institute of Life Insurance.

As early as 1759, an organization known as the Presbyterian Ministers' Fund was created in Philadelphia. This was the first life insurance company in America. By means of animations together with carefully staged scenes, some of the facts of life insurance as it operates today are explained. Of interest to classes in commercial studies, vocational guidance, economics, civics, and history.

T-Men of the Treasury Department. 18 minutes. 16 mm sound. Black and white, \$55. Produced by March of Time Forum Films.

The film tells the story of each of the Treasury Department's six law enforcement agencies, and shows its operatives in action. An exciting sequence re-enacting the capture of a gang of moonshiners depicts the close co-operation that prevails between the various law enforcement agencies. Of interest to classes in civics, economics, vocational guidance, and commercial studies.

The following films are produced by Coronet Instruction Films, Inc., Wilmette, Illinois:

Shy Guy. 12 minutes. 16 mm sound. Black and white, \$56.25; color, \$112.50.

The story of a high school boy, lonely and difficult in his new school; how he learns with the help of his father to make and enjoy real friendships. Of interest to classes in guidance, counseling, and human relations.

Simple Stunts. 10 minutes. 16 mm sound. Black and white, \$45; color, \$90.

A detailed explanation and illustration of simple stunts for skill, for strength, and with sticks. Safety precautions are emphasized throughout. Of interest to classes in physical education.

Spain: Land and the People. 10 minutes. 16 mm sound. Black and white, \$45; color, \$90. Social Studies Series.

A film journey from Madrid in the north to the fertile river valleys in the south, visiting cities, villages, and Pedro Ybarra and his family. Of interest to classes in geography, human relations, and economics.

The Supreme Court. 10 minutes. 16 mm sound. Black and white, \$45; color, \$90.

Follows a case from inception, through the lower courts, to a final hearing before the Supreme Court. Teaches the relationship of the court to a "plain citizen," and the court's function, powers, and jurisdiction. Of interest to classes in civics. J. P. F.

Communication of Ideas and Ideals. Prepared by Dr. Bess Sondel; illustrated by Cissie Liebschutz. Black and white. Produced by Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Illinois.

A series of eight filmstrips. Two, called "The Relation of Ideals to Communication," set forth the overall objectives in teaching the communication arts in the elementary and high schools. Particularly valuable for classroom use in the intermediate and upper grades are the remaining filmstrips in the series: The Relation of Personality to Communication; How to Converse; How to Prepare a Speech; How to Deliver a Speech; How to Read; to Understand, to Evaluate, to Use; and How to Write: the Four Usages of Words. With forceful simplicity and economy Dr. Sondel has set forth the cardinal principles in the teaching of communication arts. Miss Liebschutz's animated illustrations are apt and graphic; they delightfully augment the practical teaching value of the series. H. H. M.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

BOARD OF EDUCATION, ANNOUNCEMENT OF EXAMINATIONS—The following examinations are open to all candidates who meet the requirements for admission as set forth in the July 1, 1950, *Circular of Information* of the Board of Examiners. Interested candidates should contact the Board of Examiners for formal application forms and other data prescribing prerequisites.

Principal's Certificate—December 27 and 28, 1950; deadline for filing application 5 p. m. Monday, November 27, 1950.

Elementary Teacher for kindergarten, first and second grades—March 31, 1951; deadline for filing application 5 p. m. March 16, 1951.

Elementary Teacher for the intermediate and upper grades, 3-8 inclusive—March 31, 1951; deadline for filing application 5 p. m. March 16, 1951.

High School Teacher—Monday, April 23, 1951; deadline for filing application 4:30 p. m. April 9, 1951. Major subjects of high school certificate examinations are:

English	Electric Shop
General Science	Forge Shop
German	Industrial Arts Shop
Latin	Machine Shop
Library Science	Mechanical Drawing
Mathematics	Print Shop
Vocal Music	Wood Shop
Auto Shop	

CHICAGO TEACHERS COLLEGE—With the advent of the fall semester, 1950, Chicago Teachers College established a north-side branch at Schurz High School for students living on the north and northwest sides; 100 freshmen are in attendance. Certain extended-day classes, formerly held at Lake View High School, will be conducted at the Schurz branch for in-service teachers. Other in-service courses are being offered at the college campus and the Board Rooms. A series of new courses in creative art and crafts, for assigned teachers only, is being held at three elementary schools—Belding, Hookway, and LaFayette. Full information concerning present and future offerings of extended-day courses may be obtained by writing to the Registrar, Chicago Teachers College, 6800 Stewart Avenue, Chicago 21.

NATIONAL CONFERENCE FOR MOBILIZATION OF EDUCATION—Under the leadership of the National Education Association and the National Council of Chief State School Officers, the National Conference for Mobilization was founded on September 9 and 10, 1950. It's philosophy is summed up in three resolutions:

1. We pledge our full support in the mobilization of the resources of the United States to meet the

national and international emergency created by acts and threats of aggression.

2. We commend the action of the National Resources Board and the President in establishing the United States Office of Education as an advisory and consultative agency on those aspects of security planning that relate to education, and as an operating agency in the major fields of Federal educational and training programs.
3. We urge renewed effort to develop, through education, an intelligent and resolute understanding of the current role of the United Nations in preventing and resisting aggression.

For its plan of organization the Conference adopted the following provisions:

1. Purpose—The purpose of the Conference shall be to further the efforts of voluntary educational organizations in the mobilization of the nation. Specific aims are:
 - a. To conduct meetings for co-operative planning related to education and national security.
 - b. To maintain a clearing house of information on those aspects of mobilization affecting education.
 - c. To make it possible to bring to a focal point the various educational problems that arise in the fields related to national security so that they may receive proper consideration in national policy formation.
 - d. To serve as a co-operative channel of communication between organized education in the United States and the Federal Government on mobilization matters of concern to those engaged in education.
2. Participation—The Conference shall be composed of individuals named by voluntary associations that have education at any level as their chief concern, and are non-profit and non-commercial.
3. Executive Committee—The activities of the Conference shall be directed by an Executive Committee of not more than seventeen persons, who shall be elected annually at a fall meeting of the Conference.
4. Finances—The activities of the Conference shall be sustained by the voluntary services and contributions of participating organizations.

NATIONAL FOUNDATION FOR INFANTILE PARALYSIS—The 1951 campaign seeks to increase the funds normally raised during this period for it is estimated that by the end of 1950 some 25,000 new cases will have been added to the 30,000 already stricken. The National Foundation is the only national, non-government organization that provides patient care in addition to conducting extensive research and educational programs. Should polio continue at its present rate, the Foundation will face a financial crisis. It is important that we all help to make the 1951 March of Dimes equal to the task.

PERIODICALS

EDITED BY GEORGE W. CONNELLY

CHICAGO TEACHERS COLLEGE

"Social Aspects of Vocational Guidance." By Ruth Strang. *The School Review*, September, 1950.

Despite the fact that significant advances have been made in the general area of vocational guidance, much still remains to be done in connection with the social aspects of vocational guidance, "both in the broad sense in which it pertains to the welfare of society and in the narrower sense of interpersonal relations." For it appears that in our civilization, the guidance worker has been concerned primarily with the "process of guidance, rather than with the goals to which self-direction leads." In other words, "guidance to what and guidance for what have been neglected." In general, boys and girls think primarily of themselves and their future when they make vocational plans. Their attention has not been directed toward vocations as a means of serving society.

It must be one of the objectives of guidance to find a working synthesis of the conflict between the individualistic and social emphases in vocational guidance. The individual will find self-fulfillment as he is led to see that there is no essential conflict between self-values and "others-values." "Through skillful counseling the individual discovers his most acceptable social self. Once this is accomplished, he will naturally choose a vocation that is socially useful."

This article should be read by all persons who are concerned with vocational guidance, for it represents a contribution which is rich both from the practical and theoretical viewpoints.

"Family Life Education—Future Tense." By Freda S. Kehm. *Journal of Educational Research*, April, 1950.

Increasingly, parents are beginning to realize that the future behavior and attitudes of their children will reflect their earlier childhood experiences. The next step for parents then is education for family living, based on a primary concern for the development of good interpersonal relations in the family through the use of the resources science is contributing.

It is Miss Kehm's conviction that we now have a sufficient body of facts based on psychological and psychiatric studies to carry on a program of family life education which is likely to bring good results. She gives support to her convictions by mentioning and reviewing very briefly some of the more significant research findings in the area of intelligence, personality structure, and mental hygiene.

"Adapting American History to Slow Learners." By Emma L. Bolzan. *Social Education*, March, 1950.

How can the course of study in the social sciences be adapted to the needs of slow pupils with I. Q. of 87 to 102, or even as low as 70 to 86? Some of the answers are provided in this article.

In the first place especial attention is given to the study of the social studies vocabulary which, as is all too infrequently known, has only seven words in common with the first five hundred words of Thorndike's list. Then simple time charts are used in order to help students keep events in their proper place chronologically. The concept of place is developed through the use of maps, other visual aids, and oral descriptions by the teacher whenever she has toured the locale in question.

These and many other valuable suggestions for the teacher of the social studies are set forth by Miss Bolzan who feels, nevertheless, that much remains to be done in the area of adapting the social studies to the slower learner, especially in the matter of textbook construction.

"The Teacher Pays." By Ted Joseph Satterfield. *Phi Delta Kappan*, September, 1950.

As the scope of education became more inclusive it was accompanied by activities unknown to the traditional school. These newer activities, many involving power tools, have added an element of risk which may result in personal injury to the child. Thus, additional responsibilities have accrued to all educational agents and employees. For, because of the increased use of tools in his education, the child is ever in danger of injury from accident and the educator must make a special effort to see that such injury does not occur through his own negligence.

Most educators have no conception of the precise limits of their liability in connection with an injury to one of their students. It behooves the educator, therefore, to strive, in the first instance, to do the utmost to prevent injury to students through accidents and, in the second instance, to be informed optimally concerning his liability when the "inevitable accident does occur."

Mr. Satterfield's very informative section on "Liability of a School Employee Arising Out of School Safety Patrols" should prove especially useful to school principals.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Alice C. Baum, Frederick K. Branom, Helen Campbell, Mary Cole, Mary E. Courtenay, Constance Devine, Mary E. Freeman, Beals E. French, Henry G. Geilen, Mabel G. Hemington, Emily H. Hilsabeck, Louise M. Jacobs, Isabel Mary Kincheloe, Maurice H. Krout, Butler Laughlin, Gwendolyn J. Oakes, Lawrence E. Olsen, Eileen Stack, Thomas M. Thompson, Marie Tierney, Louise Tyler, Joseph J. Urbancek, Rosemary Welsch, and Elizabeth J. Wilson

FOR TEACHERS AND SUPERVISORS

Adventuring With Books. By the Elementary Reading List Committee of the National Council of Teachers of English. Margaret Mary Clark, Chairman. Chicago: National Council of Teachers of English, 1950. Pp. 115. 60 cents; 10 or more, 50 cents each.

This excellent reading list, for use in the elementary school, is arranged by topic with appropriate grade level. It contains 1,000 annotated titles and some 250 additional listed ones. This is, however, more than a selected annotated list; further guidance is provided by indicating which books are especially helpful to the superior and to the retarded readers; which contribute to two important current themes—human relations and personal development; which are “musts” for the child’s literary background. Highly recommended for teachers, librarians, and parents. L. M. J.

Free and Inexpensive Learning Materials. By the Division of Surveys and Field Services. Nashville: George Peabody College for Teachers, 1950. Pp. 162. 50 cents.

A list of free and inexpensive materials under more than 250 titles. Each entry is briefly described. A very valuable booklet for teachers. F. K. B.

Free and Inexpensive Materials on World Affairs for Teachers. Compiled by Leonard S. Kenworthy. Brooklyn: Brooklyn College, Leonard S. Kenworthy, 1949. Pp. 100. \$1.00.

Teachers interested in world affairs will find this booklet of much value. Some of the material listed is solely for teachers, but much of it is for both teachers and students. The addresses of about 150 organizations and companies are given. F. K. B.

The Psychology of Mental Health. By Louis P. Thorpe. New York: The Ronald Press, 1950. Pp. 747. \$5.00.

This encyclopedic work is a handbook, rather than a textbook. It is a reliable guide to all recognized theories of causation, diagnostic techniques, and psychotherapies. The book is peppered with original illustrations and diagrams. It also includes a valuable twenty-four page dictionary of technical terms, to bring the reader up-to-date in this rapidly growing field. The teacher will find special emphasis given to the school as a builder of mental health. M. H. K.

Public Relations for America's Schools. American Association of School Administrators Twenty-eighth Yearbook. Washington, D. C.: National Education Association, 1950. Pp. 497. \$4.00.

Co-operative efforts of school personnel and the public are imperative if problems of increased enrollments, pupil welfare, teacher shortages, inadequate buildings, and changing curricula are to be met effectively.

This yearbook of the American Association of School Administrators presents fundamental principles basic to sound public relations, suggests methods of evaluating a co-operative program, and describes several techniques and methods whereby school and community may work well together. Teachers, administrators, and community leaders will find in this book stimulating suggestions for vital public relations programs. M. T.

The Public and the Elementary School. Twenty-eighth Yearbook of the *National Elementary Principal*, Bulletin of the Department of Elementary School Principals. Washington, D. C.: National Education Association, 1949. Pp. 347. \$3.00.

The principal as a community leader has the power to bring about significant changes for good in American public education. This book describes practices which have proved successful in obtaining the co-operation and confidence of the community. Although many procedures indicated for parent identification with school problems are already in operation in the Chicago schools and many others are not possible of accomplishment in a large school system, principals will find valuable suggestions for improving relations among all those involved in the important task of producing better citizens. C. D.

Teaching English in High Schools, Revised Edition. By E. A. Cross and Elizabeth Carney. New York: The Macmillan Company, 1950. Pp. 550. \$4.00.

The authors insist that communication skills are basic to all education and through this carefully prepared text intend to train teachers to give students “a feeling of security in the use of the English language.” In the four parts—foundations, speaking, writing, and reading—are many usable ideas, topics for study, and bibliographies. Though recent modes of communication are lightly touched upon in the text, references to helpful articles appear in Appendix E. A. C. B.

The Influence of the Group on the Judgments of Children. By Ruth M. Berenda. New York: Kings Crown Press, Columbia University Press, 1950. Pp. 86. \$2.25.

This book is a report of carefully constructed experiments attempting to determine the effect of group pressures upon children’s judgments. Unfortunately, the judgments required of the children involved perception of length of lines which is not a particularly meaningful or important task for children. However, data from this study present evidence again as to the validity of the concept that how a subject perceives a situation affects his behavior. Consequently this study can serve as a basis for planning other studies that involve determining how group pressures affect children’s judgments of vital issues. L. T.

Counseling Adolescents. By Shirley A. Hamrin and Blanche B. Paulson. Chicago: Science Research Associates, Inc., 1950. Pp. 371. \$3.50.

Teachers dealing with adolescent youth, whether as home-room or as adjustment and placement counselors, will find this volume an indispensable reference book. It is sound and comprehensive in its presentation of the basic principles of psychology on which wholesome counseling practices are based, and modern in its evaluation of the techniques and philosophy of methods currently in use, such as the clinical and non-directive. The discussion of the credo of eclectic counseling, which philosophy is offered by the authors as having possibilities of greatest helpfulness in a school situation, is of especial value. The examples of counseling interviews are significant in content and natural and lively in style. H. C.

The High School for Today. By Harold Spears. New York: American Book Company, 1950. Pp. 380. \$3.75.

The author brings to his readers a fresh and stimulating point of view, based on actual experience and wide reading. In setting forth a new type of high school he keeps a balance between his idealism and realism. He believes that the American secondary schools have reached their maturity and need a thorough reorganization. His suggestions will be helpful to the many high school administrators throughout the nation. The author's cartoons add much to a well edited text. B. L.

Forty-ninth Yearbook of the National Society for the Study of Education. Part I, *Learning and Instruction*, pp. 358. \$2.75. Part II, *Education of Exceptional Children*, pp. 350. \$2.75. Chicago: National Society for the Study of Education, 1950.

Instruction is not a matter of assigning lessons on logically arranged material, but of providing experiences that will result in all kinds of mental, social, and physical activities through which a child develops a complete, rounded, and integrated personality. Part II is concerned with those special experiences necessary to the atypical child physically, emotionally, intellectually, or socially. T. M. T.

Happy Days with Our Friends and Good Times with Our Friends. By Elizabeth Montgomery and W. W. Bauer. *Three Friends.* By Dorothy Baruch, Elizabeth Montgomery, and W. W. Bauer. *Five in the Family.* By Helen Schacter and W. W. Bauer. Chicago: Scott, Foresman and Company, 1948 and 1949. Teachers' Editions 96 cents, \$1.04, \$1.16, and \$1.20 respectively.

These four teachers' editions for grades one, two, and three are a part of the Health and Personal Development Program of the *Curriculum Foundation Series*. One glance at the names of the authors, plus the fact that William S. Gray worked with them as reading director, would lead one to expect some of the best work in this field; this expectation certainly is fulfilled. The story content in the readers seems to be much more life-like and real than that in the regular basic texts. These stories tell about such everyday experiences as hurts, illness in bed, haircuts, shampoos,

washday, and losing baby teeth. These incidents have vital meaning to the young reader because he has experienced them.

In addition to very fine lesson plans for the teacher, there is a suggestive bibliography of books and pamphlets which can be procured from such dependable sources as Association for Childhood Education, Association for Family Living, U. S. Children's Bureau, Child Study Association of America, and others too numerous to mention here. M. G. H.

Applied Lettering and Design. By Rand Holub. New York: Watson-Guptill Publications, Inc., 1949. Pp. 79. \$2.75.

This is an excellent book which will be useful not only to the beginner at lettering, but also to the individual more advanced in the field. It is beautifully and extensively illustrated and instructions are given as to how to adapt the lettering samples presented to the needs of the reader. Technical hints for the use of materials are included. Special stress is given to the styles of lettering in vogue today. M. C.

American Punctuation. By George Summey, Jr. New York: The Ronald Press Company, 1949. Pp. 182. \$2.50.

This study, dedicated to "the Lynx-eyed American Fraternity of Copy Editors and Proofreaders," analyzes punctuation as observed in good current American prose. The greater part of the book discusses structural punctuation; the appendix, A Cross Section of Patterns and Punctuation, contains tables giving the relative frequency of various marks of punctuation, sentence types, and sentence beginnings. A useful reference book for college teachers and students and all authors interested in current trends in punctuation. L. M. J.

Speech Methods in the Elementary School. By Carrie Rasmussen. New York: The Ronald Press Company, 1949. Pp. 340. \$3.50.

Designed to meet the needs of the elementary school teacher in handling speech problems arising in the classroom, this book gives an excellent overall picture of the complexity of language development. Dealing in a practical way with every phase of speech the teacher is expected to use, it includes the important topics of voice and speech defects; storytelling, talks, and conversation; creative dramatics, play production, puppetry, and assembly programs; and the more recent aspects, such as critical listening, group discussion, and curricular correlation. The suggestions for sources of material and for further study are very helpful. Valuable for teacher-training courses and for the teacher who has no special training in speech. L. M. J.

Arithmetic 1949. Compiled and edited by G. T. Buswell and Maurice L. Hartung. Chicago: The University of Chicago Press. Pp. 100. \$2.25.

This *Supplementary Educational Monograph* is a report on "The Fourth Annual Conference on Arithmetic" sponsored by The University of Chicago. Much thought is given to the selection of speakers and the papers they present. It is, therefore, a worthwhile collection in published form for the professional library of teachers and supervisors. J. J. U.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Life in Figure Drawing. By Len Watson. Scranton: International Textbook Company, 1950. Pp. 229. \$4.00.

The function of this book is to assist the student in drawing the human form. It provides numerous illustrations and information on how this can be most easily accomplished. There are also many diagrammatic sketches to help the student understand the procedure as explained in the text. H. G. G.

The Story of Art. By E. H. Gombrich. New York: Oxford University Press, 1950. Pp. 462.

The purpose of this book is to provide an easy introduction to the various styles of art production. It is the author's belief that this task can best be accomplished by describing the ideas and conditions that prevailed during the various periods of history and how this in turn found expression in the resulting works of

art. It is an easy method by which the reader comes to realize why the manner of expression in art was so varied, and why the artist of a particular period expressed himself as he did. The book is profusely illustrated, and all illustrations are discussed in the text as the author develops his general thesis. H. G. G.

Unexpected Summer. By Gertrude E. Mallette. Garden City: Doubleday and Company, Inc., 1949. Pp. 212. \$2.25.

A contrived plot in which a college freshman studying journalism reports several spectacular events to the local paper, makes and sells candy to earn tuition, and upon discovering a diamond necklace in one of her candy bars helps the police solve a mystery. She also types father's research paper which assures his success and establishes friendship with a young man. This book will probably appeal to guileless, romantically inclined adolescents. A. C. B.

Great Expectations. By Charles Dickens, abridged by Blanche Jennings Thompson. Pp. 306. \$1.56. *Tale of Two Cities.* By Charles Dickens, abridged by Edith Carol Younghem. Pp. 293. \$1.96. New York: Harcourt, Brace and Company, 1950.

Stripped of long descriptive and reflective passages not needed in the narrative, these editions still reveal Dickens' skill in developing character and plot. These swift-moving abridgements retain the complete plot, original dialog, vivid imagery, and inimitable characterizations. The convenient size, clear type, occasional illustrations and footnotes, as well as clarifying introductions should assure pleasurable and meaningful reading; provide at least some acquaintance with Dickens; happily encourage the reading of the complete novels. A. C. B.

Problems in Mechanical Drawing. By A. S. Levens and A. E. Edstrom. New York: McGraw-Hill Book Company, Inc., 1950. Pp. 57. \$1.48.

This legible, well organized fifty problem workbook, is planned for use with both French and Svensen's *Mechanical Drawing* and the McGraw-Hill drawing films. The contents, covering a beginning two-semester course, permit one period assignment in many cases. The problems are graded in order of difficulty. Shape description theory and spatial visualization, which are held to proper simplicity, are studied in working completion problems on co-ordinate layout sheets. Freehand sketching, which develops a much needed sketching ability, is used to introduce the study of orthographic, isometric, and oblique projections. L. E. O.

Foods: Their Nutritive, Economic, and Social Value. Second Edition. By Florence LaGanke Harris and Ruth Adele Henderson. Illustrated by Hannah Hecker. Boston: D. C. Heath and Company, 1949. Pp. 602. \$3.00.

This is an excellent book for high school students. It is thoroughly up-to-date in choice and handling of subject matter in nutrition, food preparation and serving, consumer education, and social customs. It should be of interest and value to both boys and girls. The format of the book is pleasing. M. E. F.

Pride and Prejudice. By Jane Austen. Pp. 387. \$1.25. *New England: Indian Summer.* By Van Wyck Brooks. Pp. 569. \$1.25. New York: E. P. Dutton and Company, 1950.

These two readable, colorfully bound volumes of the new American Edition of Everyman's Library should find place readily in collections for upper-grade students. The novel, enduring classic that it is, offers in pleasing format a story still acceptably rich in humor, gaiety, and the exuberance of youth. The companion volume, one of a Brooks' series on the history of literary life, pictures the world of letters in New England from the

Civil War to 1915. Evidently believing with Matthew Arnold that a masterpiece is born only upon proper concurrence of "the power of the man and the power of the moment," Brooks sketches significant men and moments in an easy, narrative style which high-school seniors will read. I. M. K.

Young Thack. By Jean Gould. Boston: Houghton, Mifflin Company, 1949. Pp. 276. \$2.75.

Not only William Thackeray comes to life in the pages of Jean Gould's biography of him, illustrated by his own clever sketches, but the London of his day, the society to whom he endeared himself, and his companions in the world of letters. The story of his boyhood, the crudities and cruelties, the mischievous pranks and the gay adventures of his school days, his climb to fame, and his claim to greatness make entertaining as well as informative reading. M. E. C.

75 Ways for Boys to Make Money. By Adrian A. Paradis. New York: Greenberg, Publisher, 1950. Pp. 138. \$1.95.

Boys from nine to sixteen will find valuable suggestions in this well-organized book. In addition to an Alphabetical Index, there are a Subject Index, Age Group Index, Seasonal Index, and Location Index. In the latter, one finds a listing of jobs which may be had in the country, the village, and the city. The titles of the other indexes are, of course, self-explanatory. Various types of selling jobs are described; different types of errand-boy jobs are indicated; also jobs which call for creative ability and those which are more-or-less mechanical. The forewords: "This Is Your Book" and "How to Use Your Book" should be heeded; also the suggestions at the heading of each chapter. For ages nine to sixteen. E. M. H.

Baseball's Greatest Hitters. By Tom Meany. New York: A. S. Barnes and Company, 1950. Pp. 278. \$3.00.

For his second volume of baseball "greats," Tom Meany has selected baseball's twenty greatest batsmen since 1900. Each of the twenty chapters is a pleasing mixture of the story of the slugger's rise to fame and days of stardom, his idiosyncrasies, and superstitions. The book is complete with a foreword by Branch Rickey, an appendix containing statistical records of each hitter, and an index. This is a "must" on the reading list of the baseball fan, but it is unfortunate that the print is so small. E. J. W.

Gray Lance. By Gerald Raftery. New York: William Morrow and Company, 1950. Pp. 223. \$2.00.

Don Murray rescued the wolf, Gray Lance, from a trap and, mistaking the animal for a stray police dog, attempted to make friends with him. The portion of the story which deals with Don's efforts and partial success is exciting. However, one feels that the complete domestication of the wolf takes place too rapidly, although the various phases of Gray Lance's acclimatization are interesting in themselves. For ages eleven to fifteen. E. M. H.

Cowgirl Kate. By Enid Johnson. New York: Julian Messner, Inc., 1950. Pp. 182. \$2.50.

Refusing to accept the responsibility of solving her almost insurmountable problem, Kate, a confirmed cowgirl, joins the Girl's Rodeo Association where sympathetic and understanding friendships too quickly dissolve her bitterness and anger into love and kindness. By the end of the story Kate has acquired a more mature sense of values and has changed from a "tomboy" into an attractive young lady soon to be married to Rod, a neighboring ranch boy. Although lacking realism, Kate's experiences will appeal to the teen-age girls. E. J. W.

The Catcher from Double-A. By Duane Decker. New York: William Morrow and Company, 1950. Pp. 188. \$2.50.

Pete Gibbs possessed all of the characteristics of a major-league catcher but his lack of self-confidence caused him to fail to come through in tight spots and hurt the team's morale. Play-by-play descriptions of the action on the diamond vividly portray Pete's struggle to gain the necessary self-confidence so that he can remain in the major-leagues, and provides the teen-ager with good baseball reading. E. J. W.

The Story of Grettir the Strong, Eighth Edition. By Allen French. Illustrated by F. I. Bennett. New York: E. P. Dutton and Company, 1950. Pp. 268. \$3.00.

Allen French's version of this heroic saga of Iceland is based on the original translation of William Morris and Eirekr Magnusson. Changes in the action or chronology have been necessary to obtain a simple, straightforward story which presents both the adventures of the hero and a view of the life and superstitions of the Iceland of Grettir's day. The book contains attractive black and white as well as colored illustrations. E. J. W.

Plane Geometry. By Walter W. Hart. Boston: D. C. Heath and Company, 1950. Pp. 382. \$2.00.

This textbook is more than a revision of the author's earlier books on the subject. It has been rewritten and contains a freshened point of view, being replete with figures and pictures appropriate to the very sound geometry the author includes for secondary school students. Nothing of the quality of the author's past books has been sacrificed in this one and much can be said for it as a stimulator to student thinking and sound mathematical training. J. J. U.

The Theory and Practice of Semimicro Qualitative Analysis. By G. B. Heisig. Philadelphia: W. B. Saunders Company, 1950. Pp. 356.

This is an excellent book. It gives a comprehensive treatment of the theory and practice of both the cations and the anions. Throughout the text there are many examples of how to solve problems concerned with such topics as ionization, equilibrium, law of mass action, oxidation and reduction, complex ions, hydrogen sulfide and solution of sulfides, hydrolysis and the activity concept. The inclusion of many questions and problems at the end of each chapter makes the book very helpful to the instructor and student. The laboratory work is complete and concise for both cations and anions. The appendix contains many valuable tables as well as methods of preparing special reagents and stock solutions. B. E. F.

FOR YOUNGER CHILDREN

Turnipseed Jones. By Edward W. Mammen. Illustrated by Jessie Robinson. New York: Harper and Brothers, 1950. Pp. 127. \$2.00.

The friendship between a young boy with an understanding heart and a strange little old lady just rounding out a full century of living forms the core of a story full of charm and fun. The 100th birthday party brings the members of the Turnipseed tribe together from near and far for an amazing celebration, but it also stirs the neighbors to friendly feelings and good deeds, and grants Henry his heart's desire, a new bicycle. M. E. C.

Homer the Tortoise. By Margaret Joyce Baker. Illustrated by Leo Bates. New York: Whittlesey House, McGraw-Hill Book Company, 1950. Pp. 149. \$2.00.

Fun and fancy are the keynotes of Margaret Baker's delightful tale of the talking tortoise, a story sparkling with imagination and rippling with laughter. Homer's appealing glance at a tenderhearted little girl wins him

The Sunken Forest. By Rene Prud'hommeaux. Illustrated by Raffaello Busoni. New York: The Viking Press, 1949. Pp. 248. \$2.50.

Sixteen-year-old Jerry and his twelve-year-old sister, Jane, expected their winter at Fair Harbor to be dull. However, things began to prove otherwise when they became acquainted with Steve Larrup, also sixteen, who lived in a tree house; and their lives became more than filled with adventure with the presence of two mysterious strangers whose subversive activities centered around a sunken forest on the island. The unexplainable behavior of their own father and his friend, Professor Johnston, also gave them anxious moments and added to the mystery. For ages twelve to sixteen. E. M. H.

Mathematics in Daily Use. Revised Edition. By Walter W. Hart, et al. Boston: D. C. Heath and Company, 1950. Pp. 376. \$2.04.

This book is designed for those ninth graders for whom algebra would not be as profitable as material which is associated with their everyday living. They are led to see and to use mathematics in such a way, and in so many situations that they get the taste of what it means to be an intelligent user of everyday commodities and to see how mathematics functions in their daily lives. Some of the topics cover such areas as commodities, services, the home, statistics and graphs, and income tax and social security. J. J. U.

Ted Williams. By Arthur Sampson. New York: A. S. Barnes and Company, 1950. Pp. 180. \$2.50.

The Most Valuable Player Award is presented each year to the outstanding player of the American and National Baseball Leagues by the Baseball Writers Association. Ted Williams, the Red Sox ace whose graceful, rhythmic swing and keen eyes have made him the greatest hitter of our time, received the award for 1949. This detailed report of Williams' career is the second biography of the *Most Valuable Player Award Series* written by Arthur Sampson. The appendix contains information concerning the winners of these awards in both the American and National Leagues. E. J. W.

Practical Shop Mathematics, Volume I—Elementary. New Third Edition. By John H. Wolfe and Everett R. Phelps. New York: McGraw-Hill Book Company, Inc., 1948. Pp. 371. \$2.40.

This text, intended for the use of factory schools, trade schools, and vocational high schools, has merit as a supplement to courses in plane geometry. It contains many drawings that assist in understanding the theorems that involve geometric applications. More trigonometry is used than in past volumes. J. J. U.

release from a stuffy London pet shop and a comfortable refuge on a Sussex farm where he lives as a cherished family pet. The adventures through which he becomes a figure of importance as well as of interest to the community make good reading for both young and old. M. E. C.

A Horse for Peter. By Eleanor F. Brown. Illustrated by Pers Crowell. New York: Julian Messner, Inc., 1950. Pp. 128. \$2.50.

Around the passionate devotion of a brave boy for a fine horse, Eleanor Brown builds a story of courage and kindness, of excitement and suspense. Young readers will follow with intense interest the events which lead up to the surprise birthday party when Peter Morgan becomes the astonished possessor of "Evening Star," the pride of the Haynes' stables, "a gift of real love" from his admiring schoolmates, his good neighbors, and his generous friends. M. E. C.

The Kitten Who Listened. By Nura. New York: Harper and Brothers, 1950. Pp. 30. \$1.50.

The Levering family longed for a kitten so much that Papa Levering cultivated catnip in his small garden as a bait for the long awaited pet, and every member of the family, plus Cousin Emma, the milkman, and Neighbor Brown, had chosen a name for it. The amusing story of the bedraggled little kitten which finally came to answer to the impressive combination of the eight selected names will delight the primary department. The author-artist's bold, full-page pictures in black and red enrich the text. M. E. C.

Little Golden Books. New York: Simon and Schuster, 1950. 25 cents each.

Cinderella. By Walt Disney. Adapted by Campbell Grant.

This story is adapted from the motion picture by the same name. It is a modern, abridged version of the old fairy-tale.

The Jolly Barnyard. By Annie North Bedford. Illustrated by Tibor Gergely.

How Farmer Brown celebrated his birthday is told in rhyme and beautifully illustrated in color. For five-year-olds.

Santa's Toy Shop. By Walt Disney. Adapted by Al Dempster.

Most stories about Santa Claus please little children and this one probably will be no exception. Santa does something he has wanted to do for a long time. He stops at the last house on his list and plays with the toys himself.

The Little Fat Policeman. By Margaret Wise Brown and Edith Thacher Hurd. Illustrated by Alice and Martin Provensen.

Some of the activities of a policeman are told in an entertaining fashion. Humorous illustrations and a simple policeman song add to the story.

Little Yip-Yip and His Bark. By Kathryn and Byron Jackson. Illustrated by Tibor Gergely.

A lovable little puppy who at first has only a little tiny bark learns how to bark big and loud and becomes a good watchdog. For five- and six-year-olds.

The Marvelous Merry-Go-Round. By Jane Werner. Illustrations by J. P. Miller.

When Tommy Alan was a little boy he wanted a merry-go-round with live animals instead of wooden ones. When he grew up he still wanted it. How he got this merry-go-round of his dreams makes a fascinating story for young children.

A Surprise for Sally. By Ethel Crowinshield. Illustrated by Corinne Malvern.

This is a collection of several short but charming stories and songs to go with them. Five- and six-year-olds will ask for them again and again.

The Wonderful House. By Margaret Wise Brown. Illustrated by J. P. Miller.

This fantastic tale of a house that flies through the air will appeal to children who like to guess and be fooled. Interesting, colored illustrations.

Once Upon a Wintertime. By Walt Disney. Adapted by Tom Oreb.

This story was adapted from the motion picture, "Melody Time." Typical Walt Disney story content and illustrations. M. G. H.

Frogs and Toads. By Herbert S. Zim. Illustrated by Joy Buba. New York: William Morrow and Company, 1950. \$2.00.

This is a science picture book which, through clear explanations and excellent illustrations, tells all about

frogs and toads in such a way as to fascinate six- and seven-year-old listeners and older children capable of reading the content. A fine contribution to science for children. M. G. H.

One Little Indian. By Grace and Carl Moon. Chicago: Albert Whitman and Company, 1950. \$2.00.

It was Ah-di's fourth birthday. Instead of having a party, he had to go out in the desert to look for the present his mother had hidden there. Young listeners will be as anxious as Ah-di was to find out what the present was. M. G. H.

The Country Train. By Jerrold Beim. Illustrated by Leonard Shortall. New York: William Morrow and Company, 1950. \$2.00.

Sam thought it was more fun to stand on the bridge over the railroad tracks when Old Putt went through puffing smoke than it was to watch the Train of Tomorrow even though it did have double-decker windows. Children interested in trains will enjoy this story. M. G. H.

Little Golden Books. New York: Simon and Schuster, Inc., 1950. 25 cents each.

When I Grow Up. By Kay and Harry Mace. Illustrated by Corinne Malvern.

A beautifully illustrated book of all the things five-year-old Christopher wanted to be when he grew up. The inside back cover contains a jigsaw puzzle. Excellent for young children.

Brave Cowboy Bill. By Kathryn and Byron Jackson. Illustrated by Corinne Malvern.

This exciting bang! bang! bang! story is not a contribution to children's literature and is not recommended by this reviewer.

Howdy Doody's Circus. By Edward Kean. Illustrated by Dan Gormely and Liz Dauber.

An adventure-packed story of how Howdy Doody flew to the jungle and assembled the animals to give Doodyville the first great all-animal circus. Exciting colored illustrations. For primary children.

Christmas in the Country. By Barbara Collyer and John Foley. Illustrated by Retta Worcester.

While the portion of the story telling about Christmas on the farm with grandmother and grandfather is delightful, the few pages devoted to the animals' preparation for Christmas seems too far-fetched even for a child's elastic imagination. L. M. J.

Christmas. Edited by Alice Dalgliesh. Illustrated by Hildegard Woodward. New York: Charles Scribner's Sons, 1950. Pp. 244. \$3.00.

This book, revised after sixteen successful years, is a collection of popular stories and poems presenting the Christmas story from the Bible, Christmas legends, and accounts of Christmas in early America and in other lands. The anthology emphasizes realistic stories rather than legends and Santa Claus traditions. For storytelling in the primary and middle grades. L. M. J.

The Animals' Merry Christmas. By Kathryn Jackson. Illustrated by Richard Scarry. New York: Simon and Schuster, Inc., 1950. Pp. 96. \$1.50.

The book opens with a big pop-out Santa Claus who presents, as it were, the reader with almost a hundred pages of new Christmas stories, poems, and songs and a profusion of beautifully colored pictures, large and small. For six- to eight-year-olds. L. M. J.

EDUCATIONAL CONFERENCES AND CONVENTIONS

November 23-25: Central Association of Science and Mathematics Teachers, Edgewater Beach Hotel, Chicago, Illinois.

November 23-25: National Council of Teachers of English, Milwaukee, Wisconsin.

November 23-25: National Council for the Social Studies, Minneapolis, Minnesota.

November 24-25: National Council of Geography Teachers, Edgewater Beach Hotel, Chicago, Illinois.

December 12-14: Chicago School Broadcast Conference — Radio and Television, Sherman Hotel, Chicago, Illinois.

December 27-29: Illinois Educational Association, Annual Meeting, Sherman Hotel, Chicago, Illinois.

January 8-11: Association of American Colleges, Atlantic City, New Jersey.

February 10-14: National Association of Secondary-School Principals, New York City.

February 10-15: Association for Supervision and Curriculum Development, NEA, Detroit, Michigan.

February 17-22: American Association of School Administrators, Atlantic City, New Jersey.

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